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AUTHOR Sala, Frank C.
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ABSTRACT

This report presents the evaluation of a court approved desegregation plan for elementary schools in the school district of the City of Erie, Pennsylvania, starting with the school year in September 1975. The plan was that the district's elementary school would house grades K-5. Two elementary schools, Garfield and Longfellow, would close and pupils would be reassigned. The Harding school would continue as a city wide open enrollment school. Burton school, exempted by court, would not be balanced. Wayne school would be an elementary school in transition, housing only grades 3-6. The district's middle schools would house grades 6-8. The academic high schools would house grades 9-12. The report compares projected pupil statistics under the proposed plan and actual pupil enrollment. Also presented are implementation activities for the Emergency School Aid Act; desegregation plan for the second year; and the conceptualization, design, and implementation of an evaluation to measure the effect (if any) of desegregation on pupil achievement, interest in school, and self esteem. The findings of the study focus on a "smooth implementation of the desegregation plan...attributed to careful planning and implementation activities". (Author/RJ)

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MAXI II PRACTICUM

PRACTICUM TITLE

Implementation and Evaluation of a Desegregation Model for the Erie, Pennsylvania School District.

by

Frank C. Sala

Submitted in partial fulfillment of the requirements for the Degree of Doctor of Education, Nova University.

Erie Cluster

Dr. William Bryan, Coordinator

Maxi II

UD 016604

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ABSTRACT

This report presents the evaluation of the court approved desegregation plan for the School District of the City of Erie, Pa. The court approved plan to desegregate the district's elementary schools is summarized. Projected pupil statistics under the proposed plan and actual pupil enrollment statistics are compared. Also presented are implementation activities for the Emergency School Aid Act (ESAA), desegregation planning for Year II, the conceptionalization, design, and implementation of an evaluation to measure the effect, if any, of desegregation on pupil achievement, Interest in School, and Self Esteem. A Flow Chart of implementation activities is included .

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PREFACE

This Practicum report presents to the reader the implementation activities and the evaluation of the Erie, Pa. School District's desegregation plan. Specifically, on April 29, 1976 Pennsylvania Commonwealth Court approved and ordered implemented effective September 2, 1975 the said school district's desegregation plan. This plan is presented as appendix IV of this writer's Maxi I report. Specifically, only the district's elementary schools grades (K-5) were affected by the court's order. The district's middle schools grades(6-8) and senior high schools grades(9-12) were desegregated under a previous compliance order. (Appendix I, The 4-4-4 plan). However, for this report the reader is provided with a racial band analysis encompassing all of the district's schools of a given grade span.

Chapter I: Introduction

This chapter presents to the reader a background and excerpts from the final court order. The Burton school variation is discussed. Excerpts from the Final Plan (Volume IV, (Appendix IV) are presented. School enrollment summaries proposed under the plan are included.

Chapter II: Analysis of the Plan

This chapter presents to the reader the analysis of pupil statistics for the implemented plan. Pupil statistics for the elementary schools grades (K-5), middle schools grades (6-8), and senior high school grades (9-12) are presented.

The validation process, tasks, and flow charts are presented. Also provided is the racial band analysis for all of the district's schools of a given grade span and a discussion of any racial band variation.

Chapter III: Implementation Activities

This chapter presents the implementation activities which were a salient part of the plan. Statistics used to support the district's application for Elementary and Secondary Education Act (ESEA Title I) and the Emergency School Aid Act (E.S.A.A.) are included. Procedures for notification assignment letters to parents, and transportation activities are presented. The conceptionalization, design, and implementation of the model to evaluate the effect of any of the desegregation on pupil achievement, interest in school and self esteem is presented.

Chapter IV: Year II Plan

This chapter presents desegregation planning for Year II. Administrative recommendations for the Year II Plan - conceptionalization and planning for the closure of two elementary schools, Jones and Washington, along with the ordered vacating of Wayne school scheduled to undergo extensive renovations. Pupil enrollment projections, racial band analysis for the Year II plan are presented.

Chapter VI: Evaluation and Conclusions

This chapter presents to the reader a discussion and comments on the constraints used in the preparation of the plan. Public meetings to hear and discuss parental concerns are discussed. A summary conclusion of the overall Maxi II effort is presented.

Appendix:

1. September 1975 Enrollment vs Proposed Enrollments 3/75. A statistical comparison of the proposed vs actual pupils for each school/grade is presented.

2. Current (75-76) Enrollments vs Proposed Elementary Enrollments 9/76.

   This appendix presents the current (5/30/76) pupil statistics for each school/grade and the projected pupil statistics for each school grade under the Year II proposed plan.

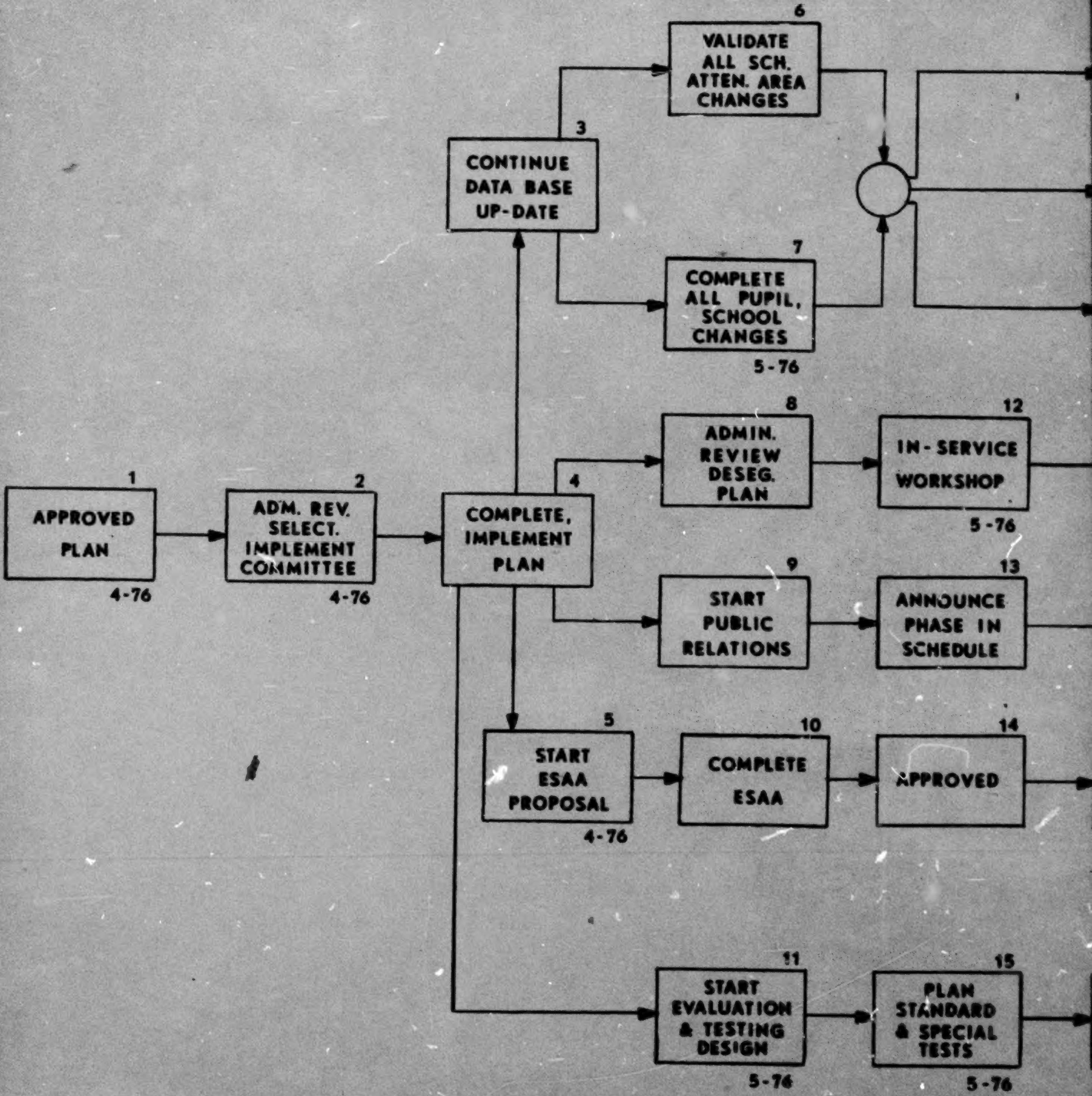
3. Elementary and Secondary Act (E.S.E.A. Title I).

   This appendix presents pupil statistics prepared to support the district's E.S.E.A. Title I application projected enrollment for all of the district's private and public schools are presented.

4. Emergency School Assistance Act (E.S.A.A).

   This appendix presents test scores used to support the district's E.S.A.A. application. A test score profile form for each elementary school is included.

The desegregation flow chart of implementation activities presents to the reader a generalized system model used in preparation of the implementation and evaluation activities. The flow chart provides the reader with the planning concepts and related implementation activities.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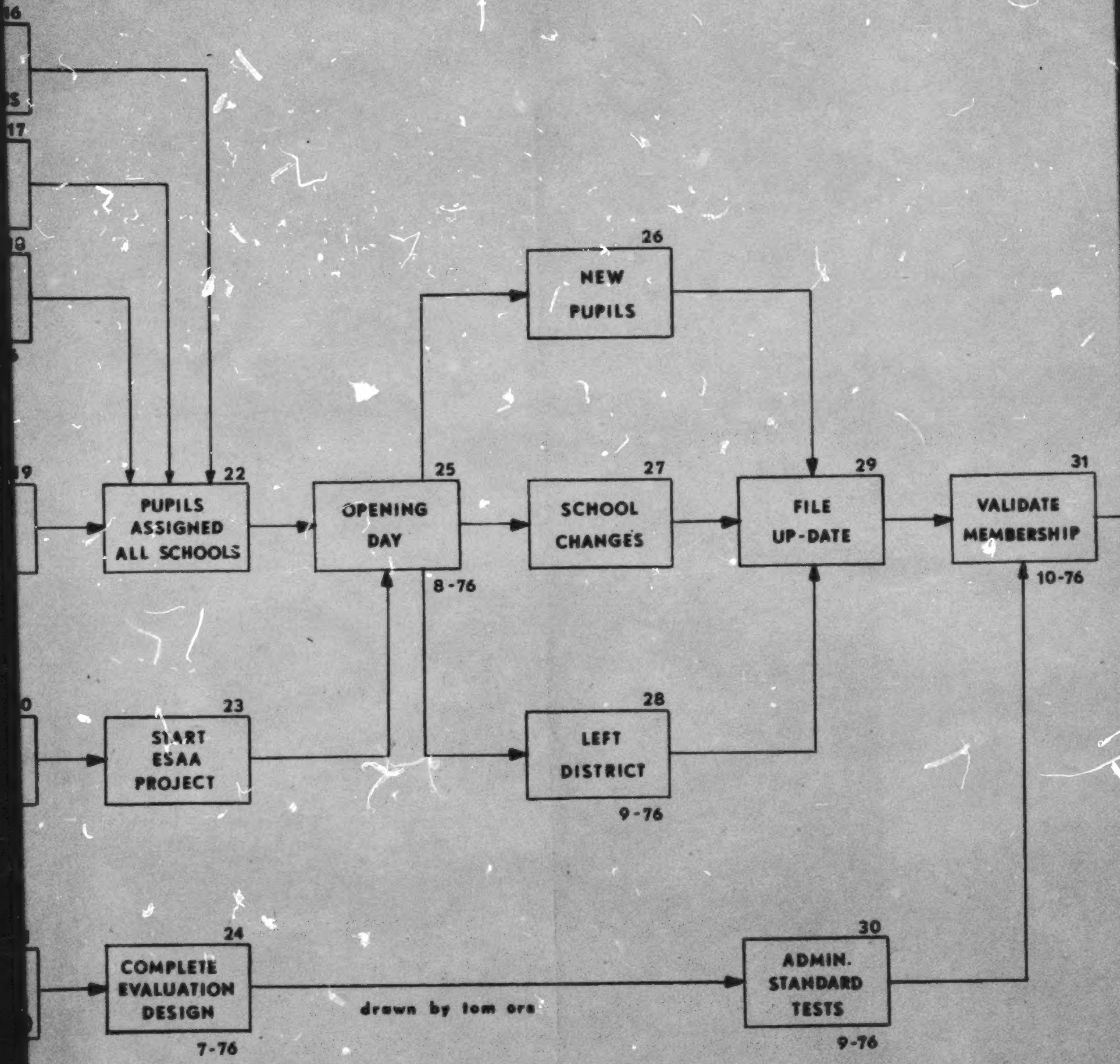
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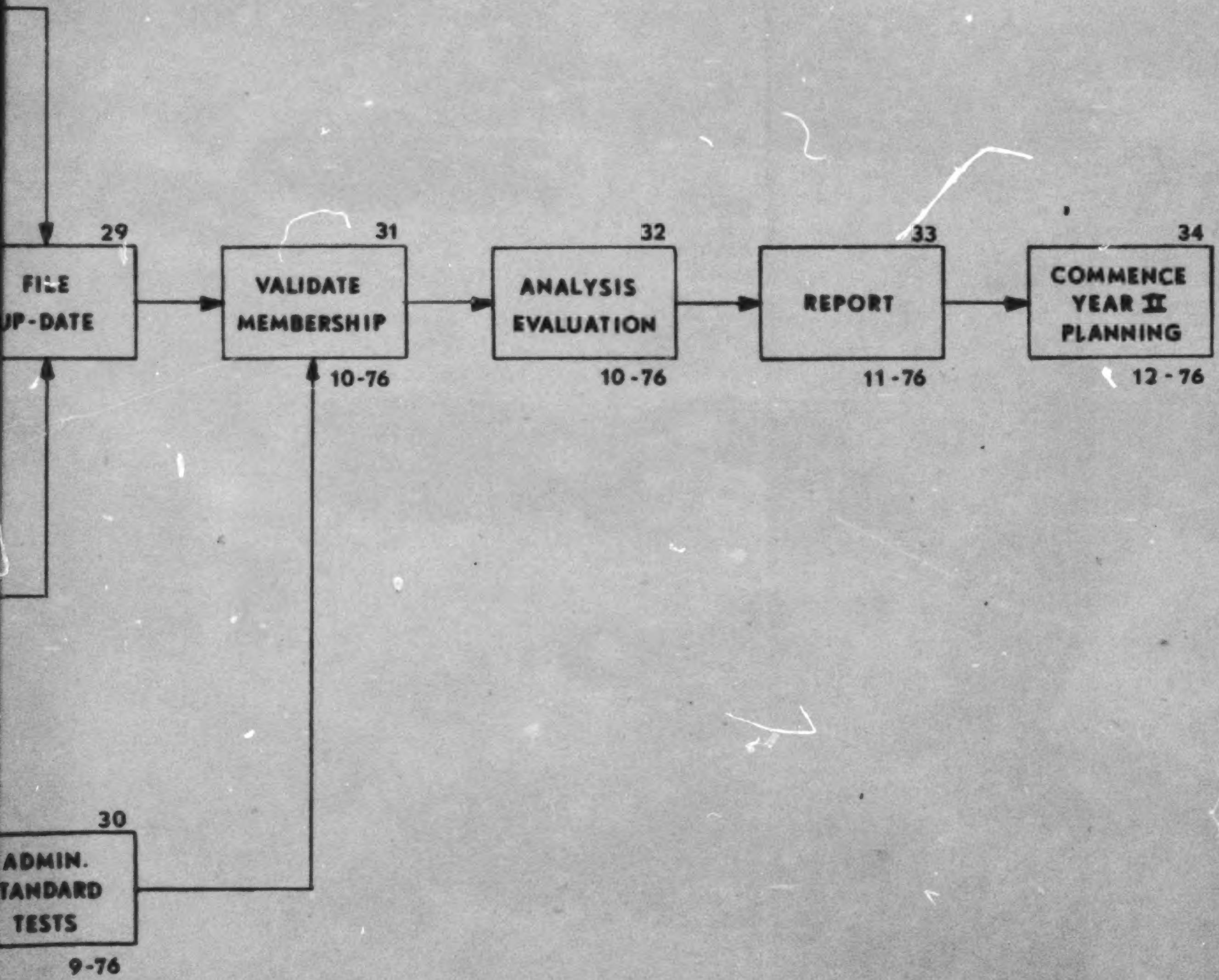
drawn by tom ora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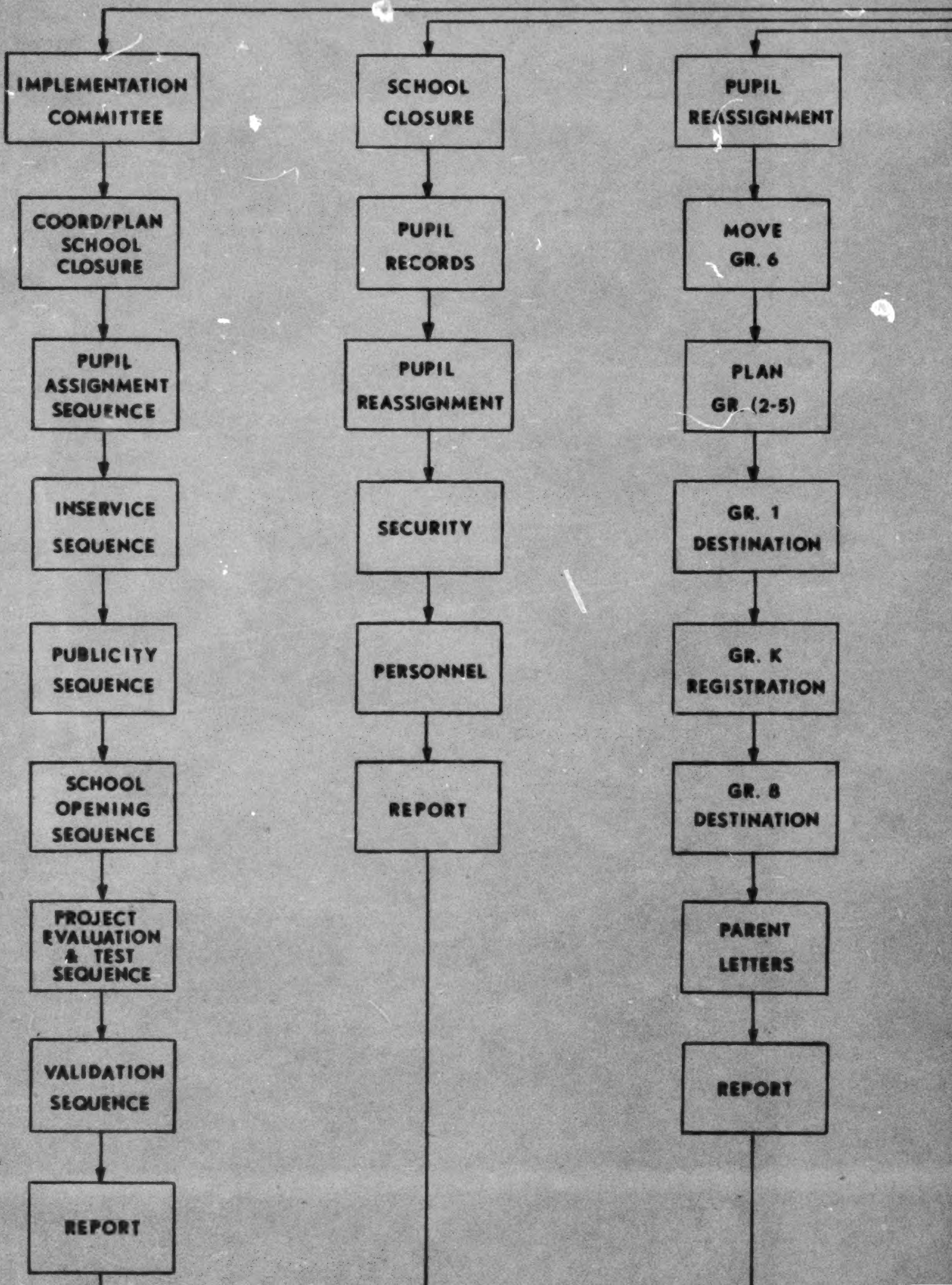
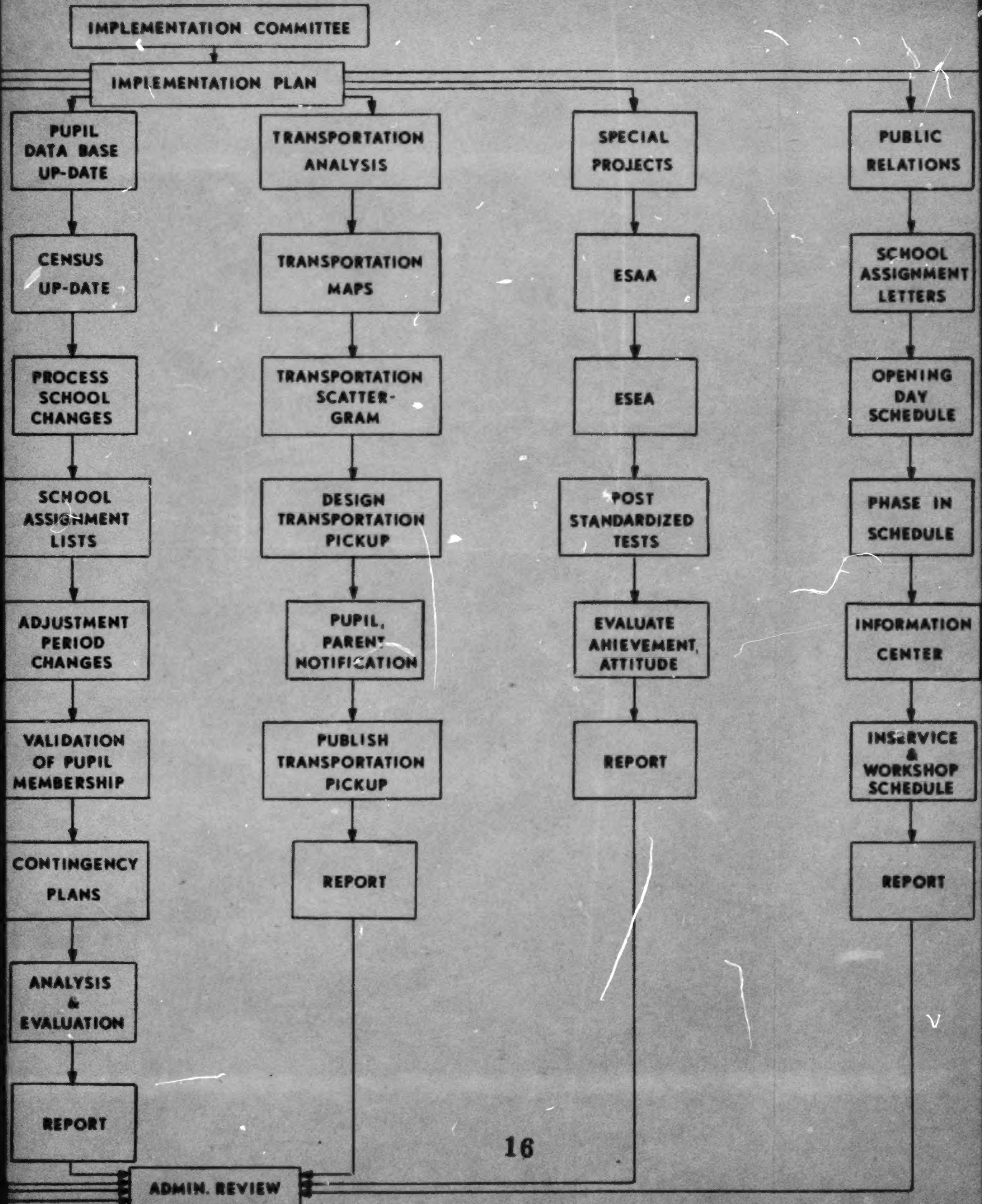
DESEGREGATION FLOWCHART

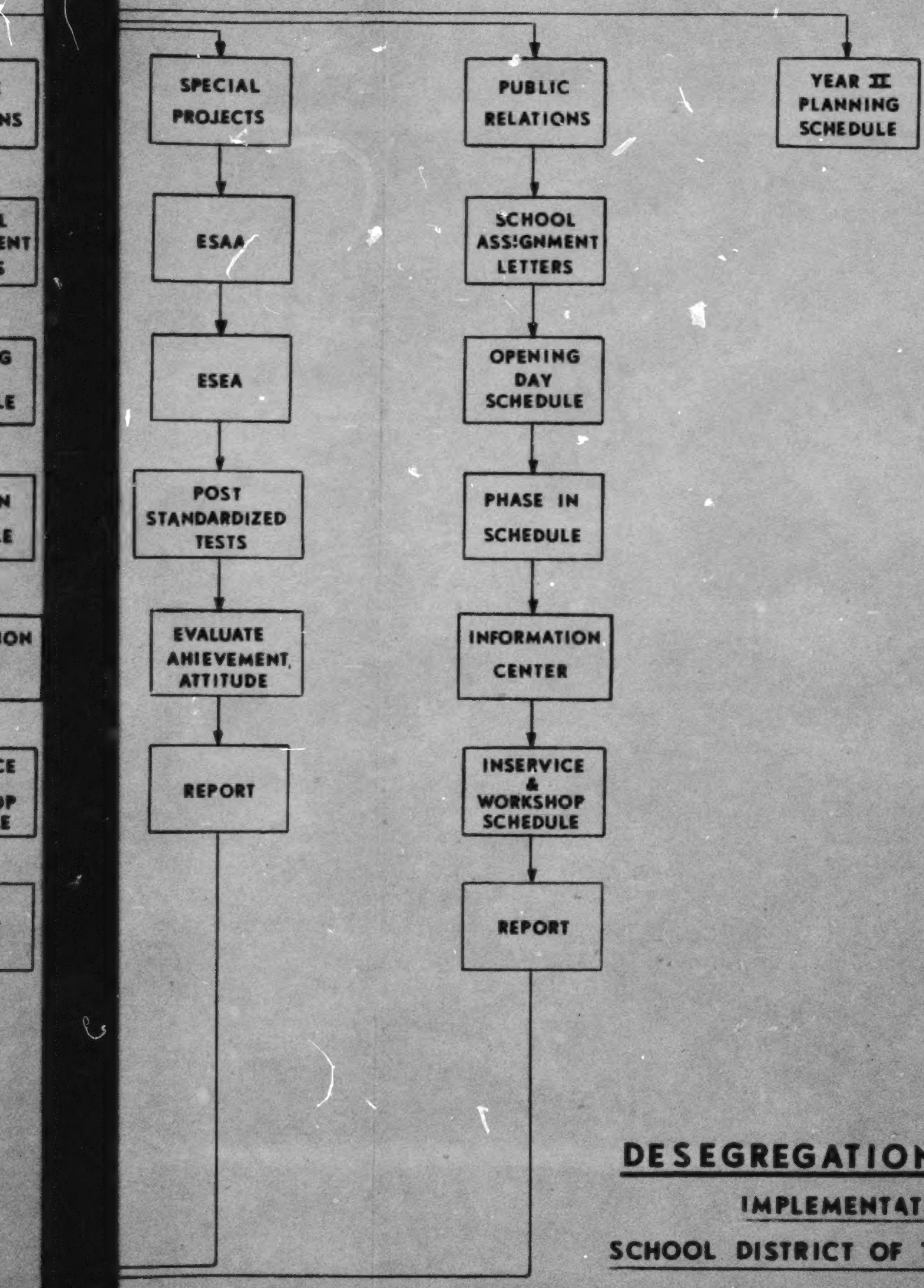
IMPLEMENTATION ACTIVITIES

SCHOOL DISTRICT OF THE CITY OF ERIE, PA.

START: 4-10-76 FINISH: 12-30-76


IMPLEMENTATION COMMITTEE
COORD/PLAN SCHOOL CLOSURE
PUPIL ASSIGNMENT SEQUENCE
INSERVICE SEQUENCE
PUBLICITY SEQUENCE
SCHOOL OPENING SEQUENCE
PROJECT EVALUATION & TEST SEQUENCE
VALIDATION SEQUENCE
REPORT
SCHOOL CLOSURE
PUPIL RECORDS
PUPIL REASSIGNMENT
SECURITY
PERSONNEL
REPORT
PUPIL REASSIGNMENT
MOVE GR. 6
PLAN GR. (2-5)
GR. 1 DESTINATION
GR. K REGISTRATION
GR. 8 DESTINATION
PARENT LETTERS
REPORT


IMPLEMENTATION COMMITTEE
IMPLEMENTATION PLAN
PUPIL DATA BASE UP-DATE
CENSUS UP-DATE
PROCESS SCHOOL CHANGES
SCHOOL ASSIGNMENT LISTS
ADJUSTMENT PERIOD CHANGES
VALIDATION OF PUPIL MEMBERSHIP
CONTINGENCY PLANS
ANALYSIS & EVALUATION
REPORT
TRANSPORTATION ANALYSIS
TRANSPORTATION MAPS
TRANSPORTATION SCATTER-GRAM
DESIGN TRANSPORTATION PICKUP
PUPIL, PARENT NOTIFICATION
PUBLISH TRANSPORTATION PICKUP
REPORT
SPECIAL PROJECTS
ESAA
ESEA
POST STANDARDIZED TESTS
EVALUATE AHIEVEMENT, ATTITUDE
REPORT
PUBLIC RELATIONS
SCHOOL ASSIGNMENT LETTERS
OPENING DAY SCHEDULE
PHASE IN SCHEDULE
INFORMATION CENTER
INSERVICE & WORKSHOP SCHEDULE
REPORT
ADMIN. REVIEW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ESAA
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EVALUATE AHIEVEMENT, ATTITUDE
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SCHOOL ASSIGNMENT LETTERS
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INFORMATION CENTER
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REPORT
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DESEGREGATION FLOWCHART

IMPLEMENTATION ACTIVITIES

SCHOOL DISTRICT OF THE CITY OF ERIE, PA.

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THE FINAL PLAN

Background

The Erie School District's desegregation case had its beginning in 1968 when the Pennsylvania Human Relations Commission (PHRC) cited the Erie School District concerning the racial balance in Erie Public Schools. The PHRC during the period 1968-1970 did not succeed in obtaining what is believed to be acceptable school desegregation plans nor a time table to implement such plans and on October 26, 1970, it filed a complaint against the Erie School District charging that the Erie schools were segregated. Public hearings held by the PHRC on June 28, 1971, and the subsequent charges against the Erie School District filed by the PHRC in Pennsylvania Commonwealth Court resulted in the Erie School District entering into a consent decree to desegregate its schools effective September, 1974.

The district agreed to prepare and submit such a plan for approval by both the court and PHRC. Under the PHRC's guidelines each school in a district is permitted a racial population variation of ± 30% from the total minority students attending that particular school organization in the school district. Since the minority population (Black/Others) in the district's elementary schools for the school year 1973-74 was 18.2% of the total population, a ±30% variation (±5.46%) would yield. For the 1973-74 an acceptable elementary school racial band of 12.74%to 23.66%. After a hearing before Commonwealth Court, the Court, on May 3, 1972, issued an order which set forth the stipulation as agreed by both the School District and PHRC. The Court under the resultant decree included an additional racial band deviation of ±2% over the PHRC guidelines of ±30%.

The Erie School District on February 1, 1974 submitted its school desegregation plan, the (4-4-4) plan, but the elementary and middle school components of that plan[1] were not acceptable to the commission. Since under this plan the district's grades (9-12) from existing (10-12) grade structure, were racially balanced then this component was accepted by the PHRC. The PHRC, thereafter, on April 9, 1974 filed in Pennsylvania Commonwealth Court a petition seeking enforcement of the May 1972 consent decree.

---

[1] Frank Sala, *Development of a Desegragation Model for the Erie Pennsylvania School District,* Maxi I Report, Vol. II., May 1975.

The PHRC, in seeking the Court's enforcement, alleged that the plan which was submitted was in violation of the Court Order. After a hearing, held on May 30, 1974, the Court in its memorandum opinion dated August 19, 1974,stipulated that the School District had failed to fully comply with the Court's Order and was held in technical contempt of Court. The Court did not penalize the district because the failure to comply did not appear at that time to be intentional or willful. In its August 1974,memorandum the Court ordered the PHRC to prepare a plan to be implemented for the September 1, 1974 school year. The PHRC prepared such a plan, and the school district requested a hearing on the PHRC plan. Hearings were held on the PHRC plan on October 2, 1974, the issue challenged by the district was that the PHRC plan should be rejected.

The Court, after its hearing on the PHRC plan, in another memorandum opinion dated January 27, 1975,found the PHRC was also not in full compliance with the May 1972,Court Order. Thus the Court rejected the PHRC plan for the same reason it had rejected the School District's (4-4-4) plan.

The Court ordered the Erie School District to prepare another plan and stated emphatically that the plan must be in full compliance with the May 1972 Court Order. The Erie School District prepared and submitted on March 10, 1975 its plan to the court. In submitting its plan the school district asked for a variance from the May 1972 court order for Burton School, additionally another elementary school would have a percentage of minority students outside the acceptable racial band.

The court, after reviewing the School District's Final Plan, called both the School District and the PHRC to a conference to discuss the district's request for a variance from full compliance. Judge Kramer in his memorandum opinion speaks to this perplexing problem as he states:

> Attempts were made to conciliate the compromise so as to resolve what now appears to be a situation whereby this Court, within its discretionary power, must amend the consent decree so as to bring this matter to a final conclusion. We have reviewed the voluminous material submitted and conclude that the order which follows will bring the School District to within a reasonable degree of the Commission's guidelines, the applicable statutory law and the prior orders of this Court. In the spirit of justice, especially to the school children involved, this matter must be finally resolved.
>
> The Court deems it appropriate to acknowledge that both the School District and the Commission have performed their duties in a sincere and honorable fashion. Both parties have been tenacious in arguing their respective positions. Both parties have sincerely attempted to compromise, but each reached a point beyond which is believed that in good conscience it could not entirely agree with the other.
>
> As a result of the several plans submitted, the hearings held, and the discussions at conference, the plan of the School District comes quite close to full compliance. As directed by this Court, the School District utilized its most recent

> actual student population statistics, i.e. the school year 1974-75, in its latest plan. Those statistics indicate that 21.6% of the total elementary school population is black. Utilizing the Commission's guidelines, mentioned above, together with the 2% tolerance, results in parameters of permissible racial balance of 12.63% to 29.17%. As a result of this mathematical calculation the School District's most recent plan indicates that two of its elementary schools are out of balance. The black population of Diehl School is proposed to have 225 white pupils and 108 black pupils, or 32.4% black. It was indicated by the School District that there would be little difficulty in bringing Diehl School within the permissible parameters at the beginning of the 1975-76 school year, and this will be ordered.[2]

In discussing the variance requested for Burton Elementary School, the court recognized the contribution of the Urban Network Program to the Burton educational community. The court speaks to this program and cites a compromise condition by which it would grant the district's variance. Judge Kramer speaks to the Burton variance and writes:

> The Burton School, however, presents a rather unique problem. Under the latest School District plan it is proposed that this school will have 193 whites and 208 blacks, resulting in a 51.8% black student population. The School District contends that Burton School has been accepted by the federal government for special educational programs involving the students, parents, teachers and the surrounding community. Under this federal program the School District

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[2] Memorandum Opinion, Pennsylvania Human Relations Commission vs School District of the City of Erie, Pennsylvania, No.723 C-D-1971, April 29, 1975. P. 4-5.

received additional funds, and other considerations in the operation of this school, toward the goal of providing a better education for the children attending such schools. The federal funding, however, is presently scheduled to terminate within the next year or so. The Commission acknowledged these facts, and expressed its interest and willingness to permit this federal program to condinue at the Burton School, upon the condition that some effort be made by the School District to transfer some students to the Burton School so as to bring it into closer compliance with the racial balance parameters set forth above. Under the School District's latest proposed plan we find that the School District proposed to transfer the students of the first and second grades of the Wayne School to the Edison School. The attendance areas of both of these schools are adjacent to the attendance area of the Burton School. The boundary line between the Burton area and the other two areas, however, runs near or along railroad tracks which appear to be an obstacle. It was pointed out that there is really only one railroad crossing which would permit the Wayne students to travel to the Burton School. However, this does not seem insurmountable. It was proposed that of the Wayne students to be transferred to Edison, 92 students would be white and 19 would be black. If these students were transferred instead to the Burton School, it would reduce the percentage of black students in Burton to 44%. In the spirit of concluding this matter on a reasonable basis, we will order that Burton School may remain outside the racial balance parameter until the beginning of the school year 1977-78, but that the students of the first and second grades of Wayne will be transferred to the Burton School instead of to the Edison School. We will also order that the other provisions of the consent decree, relating, for example, to the racial balance on the professional and nonprofessional staff, be effectuated by the beginning of the school year 1977-78.[3]

---

[3] IBID. P. 5-6.

The Court accepted the district's plan as submitted and ordered the plan implemented effective with the start of the September 1975-76 school year, ordering:

> That the Board of Directors of said School District shall completely implement the entire plan set forth in said document, no later than the beginning of the school year 1975-76, except that those portions of the said plan pretaining to Diehl and Burton Schools which shall be amended as follows:
>
> a. The student racial balance applicable for the school year 1975-76 of the Diehl School shall be brought within the parameters of 12.63% to 29.17% black students, and
>
> b. The first and second grade pupils of Wayne School, who were proposed, under the School District's plan, to be transferred to Edison School, shall be transported to the Burton School, and
>
> c. The Burton School may remain temporarily outside the said racial balance parameters so as to permit the continuance of the current federally-funded education program there offered, however, beginning with the school year 1977-78 Burton School shall also be brought within the then effective and applicable racial balance parameters based upon the latest available actual student population statistics:[4]

---

[4] IBID., P 8.

INTRODUCTION

On April 10, 1975 Commonwealth Court approved the Erie, Pennsylvania School District's plan to desegregate its elementary schools. The approved plan would be implemented for the School Year 1975-76, starting September 2, 1975.

THE PLAN

1. ELEMENTARY SCHOOLS

1.1 The district's elementary school would house grades (K-5).

1.2 Two elementary schools, Garfield and Longfellow, would close and the attendance areas for these schools would be reassigned.

1.3 Harding school would continue as a city wide open enrollment school.

1.4 Burton school, exempted by the court, would not be racially balanced.

1.5 Wayne school would be an elementary school in transition housing only gr. 3-4-5-6.

2. MIDDLE SCHOOLS

2.1 The district's middle schools would house grades 6-7-8. This would necessitate the movement of the current (June 75) grade 5 and 6 to middle schools.

2.2 The district's Model Middle School would close and the students currently enrolled would be permitted to enroll at Gridley Middle School or their attendance area school.

2.3 East High would continue to house grades (7-8) pending the completion of renovations at Wayne school.

2.4 Roosevelt Middle School would continue to have an expanded attendance area (Roosevelt I).

3. SENIOR HIGH SCHOOLS

3.1 The academic high schools would house grades (9-12). The high school organizational plan, the upper component of the (4-4-4) plan, was accepted by the PHRC and the court in April,1974.

THE PLAN

The Final Plan[5] was conceptionalized and designed within the framework of the court constraints and the minimum busing conditions to assure consistency in the development of the plan and the assignment or reassignment of pupils, assignment assumptions were agreed upon:

1. Students walk to school whenever it is possible, and if the school is within the permissable distance, students will be assigned to the nearest school out of balance.

2. The census block groups which is the unit of population reflected in the district's block and tract structure will be the primary population assignment unit.

3. Contiguous blocks grouped together will form satellite school areas or expanded areas.

4. If school X and the attendance area in question are predominantly minority, and if schools A,B, and C are predominantly majority, assigning these students to one or the other schools, the nearest, will help to reduce the racial imbalance.

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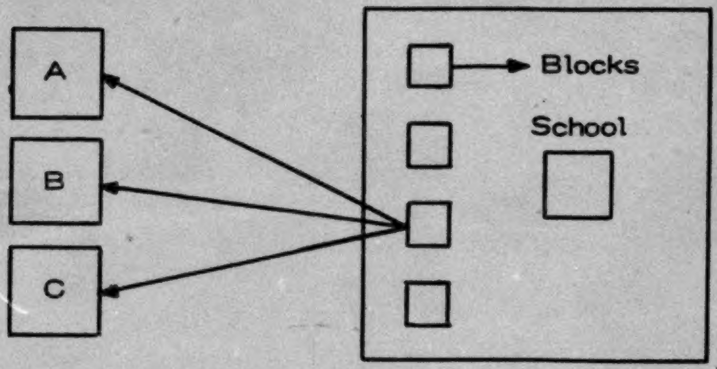
[5] Sala, op. cit., Vol. IV, p. 25-79.



5. If school A and B have approximately the same percentage of majority students, students will be assigned to the nearer of the two schools.

6. If school A is within the maximum walking distance and school B is not, preference shall be given to assigning students to school A provided the school capacity and the racial band measure permit.

7. If any schools have a higher percentage of majority students than does either of the other schools the assignment of blocks to satellite or expanded region must maintain contiguous boundaries.

8. Students assigned outside their attendance area as a satellite region will be permitted to remain at the assigned school for the remainder of their elementary schooling unless the family moves from the area.

Assumptions:

1. Elementary Schools

1.1 Harding school would continue as an open enrollment school drawing students from the entire city. This school would be racially balanced.

1.2 The basic elementary school grade configuration would be grades (K-5).

1.3 Garfield and Longfellow elementary schools would close and the attendance area for these schools reassigned.

1.4 Burton School is to continue as a (K-4) urban network school.

1.5 Wayne school would be an elementary school in transition.

2. Middle Schools

2.1 The district's middle schools would house grades (6-7-8) having housed only grades (7-8) during the 74-75 school year.

2.2 The Model Middle School will close and the students currently enrolled will be permitted to enroll at Gridley Middle School or their attendance area school.

2.3 East High would continue to house grades (7-8) pending the complete transition of Wayne as a middle school.

2.4 Roosevelt would continue to have an expanded attendance area (Roosevelt 1)

3. Senior High Schools:

3.1 Academic high schools would house grades (9-12). This upper component of the (4-4-4) was accepted by the PHRC and the Court in April 1974.

Conceptionalizing The Plan

1. The impact of school closure:

1.1 Garfield - closure of Garfield school and the reassignment of the grade (1-5) pupils in this attendance area to Glenwood, Jefferson, Lincoln, McKinley, and Penn.

.1 Assignment of Pupils:

.11 Expanded attendance area would be dependent upon school capacity and walking distance to the new school.

.12 All Kindergarten pupils will be assigned to Washington.

.13 No pupils bussed.

1.2 Longfellow - Three schools would be affected by this closure; Burns, Emerson, and Irving.

.2 Assignment of Pupils:

.21 Expanded attendance are for Burns and Emerson.

.22 All grade 5 in the new Burns would be assigned to Irving.

.23 Burns area reassigned.

1.3 Marshall Area - Marshall area students will be assigned by grade to the predominantly majority schools; Cleveland, Hamilton, and Perry.

1.4 Wayne - Connell - Burton - Edison - Penn

1. Wayne school grades (3-6)
2. Edison, expand for 1/2 Wayne (K-1-2)
3. Penn, expand for 1/2 Wayne (K-1-2)
4. Connell - Satellite - 1/2 Burton gr. 5
5. Wayne - Satellite - 1/2 Burton gr. 5

1.5 Schools Not Affected

Columbus - racially balanced

Harding - open enrollment, balanced

Jones - balanced

Diehl - voluntary transfer (13) blacks to Harding

Burton - Urban Network School

Group I Burns, Longfellow, Emerson, Irving

ENROLLMENT STATISTICS

	1973				Dec. 1974			
	W	B	T	B%	W	B	T	B%
BURNS (K-6)	188	159	347	45.7	188	146	334	43.7
LONGFELLOW (K-6)	161	38	191	19.1	161	74	235	31.4
EMERSON (K-6)	413	26	439	5.9	376	23	399	5.7
IRVING (K-6)	409	25	434	5.8	362	36	398	9.1

The Longfellow black population is geographically located along the north central bay front boundary and is contiguous to the Burns school black population density. Shifting contiguous blocks from the closed Longfellow attendance area and the Burns Area to the majority white school Emerson would bring these two schools within the proper desegregation measure.

Assignment Assumptions:

1. Students walk to school whenever it is possible, if the school is within the permissible walking distance pupils will be assigned to the nearest school out of balance.

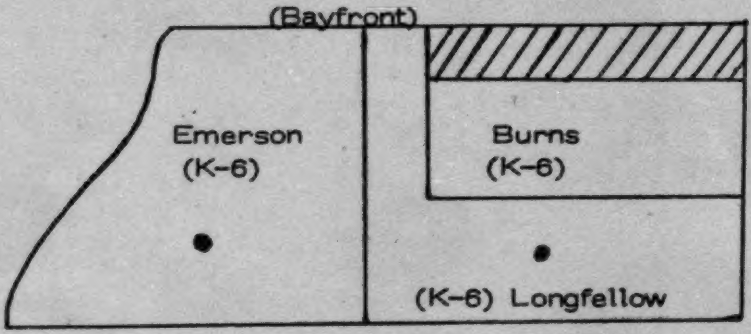
2. If School "A" and its attendance area are predominantly minority (black) and if School "B" is predominantly majority, then assigning these

is predominantly majority, then assigning these students (A) to this school "B" will improve the desegregation measure.

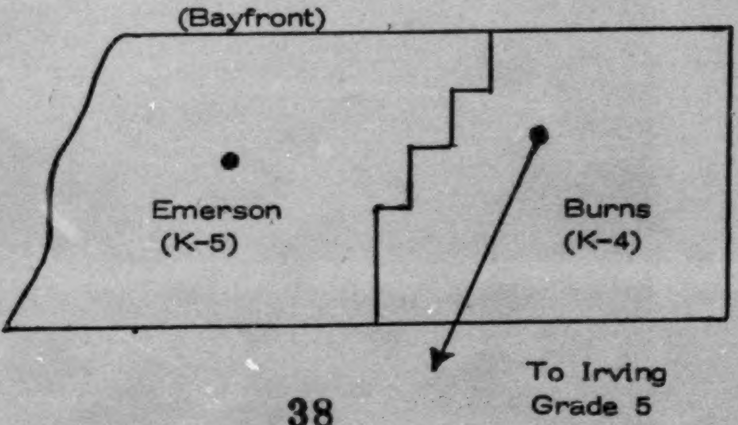
3. If School "C" and its attendance area are predominantly majority and if school "A" is predominantly minority then assigning these students "C" to this school "A" will improve the desegregation measure for this school.

Comparison of Group I Attendance Area:

ATTENDANCE AREA: Before Plan


(Bayfront)
Emerson
(K-6)
Burns
(K-6)
(K-6) Longfellow

Attendance Area = After Plan


(Bayfront)
Emerson
(K-5)
Burns
(K-4)
To Irving
Grade 5

Methodology:

1. Partition the closed Longfellow School Attendance area. Reassign the pupils by contiguous blocks based on distance and race to provide acceptable racial balance for Emerson and Burns.
2. Reassign, if necessary, a sufficient number of attendance area blocks within the Burns existing area to provide an acceptable racial balance for Emerson.
3. The grade configuration for Emerson will be (K-5), the Burns (K-4).
4. Assign all grade 5 pupils residing in the new Burns Attendance Area to Emerson.

Pupil Assignment Evaluation:

1. The maximum walking distance for students residing within the reassigned attendance area as measured from the geographic center of the maximum distance block:

FROM	TO	TR-BLOCK	DISTANCE MILES
Burns	Emerson	(Page 30)	1.5
Longfellow	Emerson	(Page 34)	1.5

2. Transportation time for the grade 5 pupils to

Irving, estimated by the transportation supervisor, is approximately 17 minutes from departure to arrival.

BURNS SCHOOL (Will House Grades K-4)

1. Proposed Boundary Changes

As of September 1975, the Burns School attendance area will be redefined accordingly:

1.1 Burns to Emerson - The area herein described, formerly part of the Burns attendance area, is to be incorporated as part of the new Emerson attendance area:

Starting at Front Street west and Chestnut Street, south along Chestnut Street to West Third Street, west along West Third Street to Walnut Street, south along Walnut Street to West Fifth Street, east along West Fifth Street to Cherry Street, north along Cherry Street to the Bay, along the Bay Front to Chestnut Street -- the point of beginning. All streets taken along the centerline are made up of blocks and tracts described as:

TRACT 3 - Blocks 6,7,19,20,31,32,42,53.

1.2 Longfellow to Burns - The area herein described, formerly part of the Longfellow attendance area, is to be incorporated as part of the new Burns attendance area:

Starting at the intersection of Cherry Street and West Sixth Street, east along the centerline of Sixth Street to Peach Street, south along Peach Street to the Penn Central Tracks, west along the Penn Central Tracks to Cherry Street, north along Cherry Street to West Sixth Street — point of beginning. All streets taken along the centerline are made up of blocks and tracts described as:

TRACT 9 - Blocks 19,20,21,22,23,24,25,26,39,40, 41,42,1,2,3,4.

TRACT 10 - Blocks 21,22,23,24,25,26,27,49,50,51, 52.

TRACT 12 - Blocks 7,8,12,13.

TRACT 1 - Blocks 7,14,15,22,23,30,36,45,46.

2. Impact on Students Resulting from Boundary Changes

2.1 Burns to Emerson - By this move, 67 assigned Burns students are being reassigned to Emerson for grades K-5. Racial composition is as follows: 14 White and 53 Black. Since all these students reassigned are within a 1.5 mile distance from Emerson, they will all walk to school. (Per Exhibit 1).[6]

BURNS SCHOOL - Grades K-4

2.2 Longfellow to Burns - This move will involve the reassignment of 39 Longfellow students to Burns for grades K-4. Racial composition is as follows: 36 White and 3 Black. These students will live within 1.5 miles of Burns School and will therefore walk to school. (Per Exhibit 2).

2.3 Fifth Graders - This move will reassign 36 present fourth grade students at Burns to Irving School for grade 5 in September 1975. Racial composition is as follows: 20 White and 16 Black. (Per Exhibit 3).
Also this reassignment will affect present fourth graders at Longfellow School who are in the new Burns attendance area, and they will also be reassigned to Irving School for

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[6] Sala, op. cit., all exhibits, Vol. IV. pp. 88-117.

fifth grade. Racial composition is as follows: 4 White and 0 Black. Since all 4 of these students live further than 1.5 miles from Irving School, they will all be transported at public expense. (Per Exhibits 3 and 3a).

Summary Statement

3. The proposed reassignments are compatible with the building capacity of Burns School. The student reassignment establishes a Black enrollment of 21.6%.

EMERSON SCHOOL (Will House Grades K-5)

1. Proposed Boundary Changes

As of September 1975, Emerson will have an expanded attendance area resulting from the following boundary changes:

1.1 Burns to Emerson - The area herein described, formerly part of the Burns attendance area is to be incorporated as part of the new Emerson attendance area:

Starting at the intersection of Front Street west and Chestnut, south along Chestnut to West Third Street, west along West Third Street to Walnut Street, south along Walnut to West Fifth Street, west along West Fifth Street to Cherry Street, north along Cherry Street to the Bay, east along the Bay Front to Front and Chestnut Street — point of beginning. All streets taken along the centerline are made up of tracts and blocks described as:

TRACT 3 - Blocks 6,7,19,20,31,32,42,53.

1.2 Longfellow to Emerson - The area herein described, formerly part of the Longfellow attendance area, is to be incorporated as part of the new Emerson attendance area:

Starting at the Bay Front and Cherry Street, south along Cherry Street to the Penn Central Tracks, west along the Penn Central Tracks to Liberty Street, north along Liberty Street to the Bay Front, east along the Bay Front to Cherry Street — point of beginning.

All streets taken along the centerline are made up of tracts and blocks described as:

TRACT 3 - Blocks 8,9,17,18,33,34,40,41,54,55.

TRACT 9 - Blocks 5,6,7,17,18,27,28,37,38.

TRACT 10 - Blocks 19,20,29,47,48.

TRACT 12 - Blocks 18,19.

2. Impact on Students Resulting from Boundary Changes.

These boundary changes will involve the reassignment of 157 students to Emerson. Of these, 67 are from Burns (14 White and 53 Black). and 90 from Longfellow (74 White and 16 Black. Since all these students are within a 1.5 mile distance from Emerson School, they will walk to school. (Per Exhibits 1 and 4).

3. Summary Statement

The proposed reassignments are compatible with the building capacity of Emerson School. The student reassignment establishes a Black enrollment of 19.4%.

IRVING SCHOOL (Will House Grades K-5)

1. Proposed Boundary Changes

As of September 1975, Irving will have an expanded attendance area resulting from the following boundary changes:

1.1 Description of Area:

Starting at the Bay Front and State Street, south along State Street to Fifth Street, west along Fifth Street to Peach Street, south along Peach street to the Penn Central Tracks, west along the Penn Central Tracks to Cherry Street, north along Cherry Street to the Bay Front, east along the Bay Front to State Street -- point of beginning. All streets taken along the centerline are made up of blocks and tracts described as:

TRACT 3 - Blocks 2,3,21,22,23,24,25,26,27,28,29,30, 43,44,45,46,47,48,49,50,51,52.

TRACT 9 - Blocks 19,20,21,22,23,24,25,26,39,40,41, 42,1,2,3,4.

TRACT 10 - Blocks 21,22,23,24,25,26,27,49,50,51,52.

TRACT 12 - Blocks 7,8,12,13.

TRACT 1 - Blocks 7,14,15,22,23,30,36,45,46.

1.2 Impact on Students Resulting from Boundary Changes

These boundary changes will involve the reassignment of 40 fifth grade students from the new Burns attendance area to Irving. The racial composition of the reassigned students is as follows: 24 White and 16 Black. Since all these students live beyond 1.5 miles from Irving, they will be transported at public expense. (Per Exhibit 3).

1.3 Summary Statement

The proposed reassignments are compatible with the building capacity of Irving School. The student reassignment establishes a Black enrollment of 13.5%.

LONGFELLOW SCHOOL (CLOSED)

1. Consistent with the School District's Long Range Plan, Longfellow School is to be closed as of September 1975.
2. The present Longfellow attendance area will be divided between Burns School and Emerson School, which areas are contiguous to the Longfellow attendance boundaries.
3. Since the reassigned students are within 1.5 miles of Emerson and Burns, the students will walk to school.
4. The only exception to this involves 5 fifth grade students reassigned to the new Burns attendance area. These students will be transported to Irving School since Burns will house only K-4 students.

Group II Marshall Area Pupils

ENROLLMENT STATISTICS

	1973				1974			
SCHOOL	W	B	T	%B	W	B	T	%B
CLEVELAND	474	7	481	1.5	493	31	524	6.2
HAMILTON	392	23	415	5.5	364	22	386	5.6
PERRY	448	11	459	2.4	442	10	452	2.2

The Marshall Attendance Area describes pupils (K-6) who resided within the Attendance Area formerly assigned to Marshall School. Marshall School was cited in 1967 as the elementary school having the highest percentage of minority (85%) in the district. This school was closed in 1968, and the children within the area assigned to the predominately outer city white schools - with only the Kindergarten students assigned to a nearby school (Jones). This proposal will assign students by grade level to three outer city schools: Cleveland, Hamilton, and Perry.

MARSHALL AREA STATISTICS

	DECEMBER 1974			PROJECTED - SEPTEMBER 1975		
Grade	W	B	T	W	B	T
K	10	26	36	9	24	33
1	9	19	28	9	24	33
2	16	26	42	8	16	24
3	9	14	23	13	22	35
4	3	18	21	11	12	23
5	6	5	11	3	16	19

Assignments Assumptions:

1. If the Attendance Area to be reassigned is primarily minority and there are no nearby majority schools, or if the nearby schools are reacially balanced, then these students would be transported to the nearest majority schools having a racial imbalance.
2. If the pupil distribution and density is such that satellite attendance areas would have a skewed pupil distribution, then the attendance area would be reassigned by grade level rather than tract and blocks.

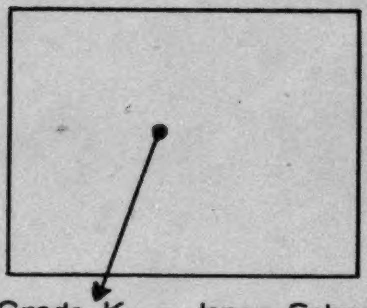
Methodology:

The Marshall Area is encompassed and intersected by the Central City Business and Industrial area. Also, the Erie Redevelopment Authority has planned or is currently developing several projects in this area which presently has a skewed population density. This area experiences a very high population mobility. Assignment of these pupils to three predominately majority schools, two of which Cleveland and Hamilton have experienced a slight improvement in their racial composition and one majority school, Perry with little or no improvement will balance these schools.

Assignment under this plan:

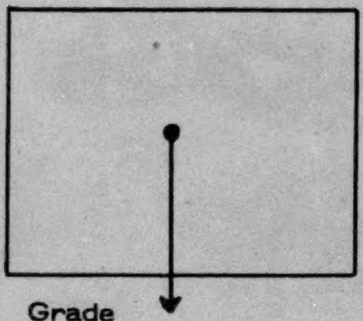
MARSHALL AREA

Before



Grade K — Jones School
Grade (1-6) - Random Assignment
to Various Schools

After



Grade
K —— Jones
(1-2) — Hamilton
(3-4) — Perry
5 — Cleveland

1. The assigbment of Marshall Area pupils to Majority schools would be by grade level.
2. The grade assignment to the majority school would depend upon the existing desegregation measure at each majority school.
3. The assignment to the majority schools would depend upon available space to house the additional pupils.

Assignment Schedule:

1. Kindergarten — all Marshall Area K pupils will

continue to attend Jones School.

2. Grade (1-2) all Marshall Area grade (1-2) pupils are assigned to Hamilton School. These pupils will continue at Hamilton and complete their elementary education at Hamilton. Grade (3-4) - all Marshall area grade (3-4) pupils will be assigned to Perry School. They will continue to attend Perry and complete their education at Perry.

4. Grade 5 - all Marshall Area grade 5 will be assigned to attend Cleveland School.

For subsequent years or until a central city facility to house Marshall area pupils is available, they will be assigned cyclically, accordingly:

MARSHALL AREA ASSIGNMENT

School To Attend	1975-76	1976-77	1977-78
JONES	K	K	K
HAMILTON	(1-2)	(2-3)	(3-4)
PERRY	(3-4)	(4-5)	(5-1)
CLEVELAND	5	1	2

This assignment would not increase the district's transportation above the current 1974-75 level since all Marshall area pupils were transported. Clustering grade levels will assure racial balance in the receiving schools for the next three years. The district's transportation estimates that the travel time from departure to arrival will be accordingly: Cleveland, 21 minutes; Hamilton, 17 minutes; and Perry, 19 minutes.

CLEVELAND SCHOOL (Will House Grades K-5)

1. Proposed Boundary Changes

As of September 1975, Cleveland School will have an expanded attendance area for grade 5. This area, formerly identified as the Marshall School attendance area, is herein described.

Starting at the intersection of East Tenth Street and Parade Street, south along Parade Street, to East Eighteenth Street, West along East Eighteenth Street to State Street, north along State Street to Fourteenth Street, West along Fourteenth Street to Peach Street, north along Peach Street to West Tenth Street, east along Tenth Street to Parade Street — point of beginning. All streets taken along the centerline are made up of tracts and blocks described as:

TRACT 8 - Blocks 23,24,29,30.

TRACT 1 - Blocks 24,25,26,27,28,29,37,38,39,40,41,42,43,44.

TRACT 13 - Blocks 1,2,3,4,5,6,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22.

2. Impact on Students Resulting from Boundary Changes

These boundary changes will involve the reassignment of 19 grade 5 students from the Marshall School attendance area. The racial composition of this group is 3 White and 16 Black. All these students will be transported at public expense. (Per Exhibit 17).

3. Summary Statement

This proposed reassignment of students is compatible with the building capacity of Cleveland School. The student reassignment establishes a Black enrollment of 13.1%.

HAMILTON SCHOOL (Will House Grades K-5)

1. Proposed Boundary Changes

As of September 1975, Hamilton School will have an expanded attendance area for grades 1 and 2. This area, formerly identified as the Marshall School attendance area, is herein described:

Starting at the intersection of East Tenth Street and Parade Street, south along Parade Street to East Eighteenth Street, West along East Eighteenth Street to State Street, north along State Street to Fourteenth Street, West along Fourteenth Street to Peach Street, north along Peach Street to West Tenth Street, east along Tenth Street to Parade Street - point of beginning. All streets taken along the centerline are made up of tracts and blocks described as:

TRACT 8 - Blocks 23,24,29,30.

TRACT 1 - Blocks 24,25,26,27,28,29,37,38,39,40,41, 42,43,44.

TRACT 13 - Blocks 1,2,3,4,5,6,8,9,10,11,12,13,14, 15,16,17,18,19,20,21,22.

2. Impact on Students Resulting from Boundary Changes

These boundary changes will involve the reassignment of 57 grade 1 and 2 students from the Marshall School attendance area. The racial composition of this group is 17 White and 40 Black. Since these students reside beyond a 1.5 mile distance, they will be transported at public expense. (Per Exhibit 17).

3. Summary Statement

The proposed reassignment of students is compatible with the building capacity of Hamilton School. The student reassignment establishes a Black enrollment of 18.1%.

PERRY SCHOOL (Will House Grades K-5)

1. Proposed Boundary Changes

As of September 1975, Perry School will have an expanded attendance area for grades 3 and 4. This area, formerly identified as the Marshall School attendance area, is herein described:

Starting at the intersection of East Tenth Street and Parade Street, south along Parade Street to East Eighteenth Street, west along East Eighteenth Street to State Street, north along State to Fourteenth Street, west along Fourteenth Street to Peach Street, north along Peach Street to West Tenth Street, east along Tenth Street to Parade Street -- point of beginning. All streets taken along the centerline are made up of tracts and blocks described as:

TRACT 8 - Blocks 23,24,29,30.

TRACT 1 - Blocks 24,25,26,27,28,29,37,38,39,40,41,42, 43,44.

TRACT 13 - Blocks 1,2,3,4,5,6,8,9,10,11,12,13,14,15,16, 17,18,19,20,21,22.

2. Impact on Students Resulting from Boundary Changes

These boundary changes will involve the reassignment of 63 grade 3 and 4 students from the Marshall School attendance area. The racial composition of this group is 24 White and 39 Black. These students will all be transported at public expense. (Per Exhibit 17).

3. Summary Statement

The proposed reassignment of students is compatible with the building capacity of Perry School. The student reassignment establishes a Black enrollment of 13.1%.

Group III Burton-Connell-Wayne-Diehl

Burton School as previously cited intersects tracts 15 and 16 where the highest minority migration has occurred. Public and subsidized households make up about 50% of families located in this region. This area encompasses the greatest number of identified low income families.

TABLE 10

PUBLIC (K-6) POPULATION SUMMARY
CENSUS TRACT 15/16

	TRACT 15			TRACT 16		
Year	W	B	T	W	B	T
1970	279	260	539	406	34	440
1971	260	245	506	401	92	493
1972	283	340	623	441	142	583
1973	282	388	680	421	137	558
1974	260	390	650	416	150	554

An examination of the (K-6) census tract summaries for tracts 15 and 16 reveals the changing demographic, an increase in the minority population caused by the substantial increase in public and subsidized housing. Tract 15 and 16 reflect a (K-6) minority population of 50% and 34% respectively.

TABLE 11

BURTON/DIEHL ENROLLMENT

	BURTON				DIEHL			
	W	B	T	%B	W	B	T	%B
1970	406	193	599	32.2	350	86	436	19.7
1971	369	234	605	39.0	348	136	484	28.1
1972	381	298	679	43.8	333	163	496	32.9
1973	311	276	587	47.0	308	174	482	36.1
1974	264	268	532	50.3	329	150	479	31.3

Burton School became an urban network Title 111 school in 1972. The administration will propose to the PHRC and the court a variance for Burton. The justification for the variance will be supported by the educational and sociological gains to the beneficiaries of the urban network program participants. Stressing neighborhood, school, family, and pupil participation the Burton urban network program has become a model program.

The 1974 statistics indicate that Diehl School is out of racial balance by approximately 13 black students. The district will encourage the voluntary transfer of black pupils from Diehl to Harding School, the District's only open enrollment school.

Connell School is situated in tract 27. During the decade 1964-74 tract 27 had experienced the city's most rapid increase in residential building. Between the years 1967 and 1972 its population increased 75% to 6,553 from 3,726. Private development has sponsored a substantial portion of the residential construction, however, in addition to private development, scattered site public housing, 76 units; and moderate income subsidized housing, 296 rental units are proposed for the area, of these, 146 units for the elderly are planned in an eight story apartment complex. The developers of these units are awaiting the availability of federal funds to start construction.

TABLE 12

PUBLIC (K-6) POPULATION SUMMARY
CENSUS TRACT 27

	W	B	T	B%
1970	665	19	684	2.7
1971	629	17	646	2.6
1972	641	40	711	5.6
1973	685	40	725	5.5
1974	663	55	709	7.6

CONNELL ENROLLMENT

	W	B	T	B%
1970	634	10	644	1.6
1971	584	9	593	1.5
1972	611	22	633	3.4
1973	627	28	655	4.3
1974	613	35	648	5.4

The gradual changing minority demographic characteristic of tract 27 is reflected in the gradual increase of minority students. Tract 27 and Connell School, a majority census tract, encompasses the entire Connell School attendance area. Expansion of the Connell attendance area toward the north would increase the Connell School minority population however, access from both the walkers and riders is limited to only "one" thru street. This in effect doubles both the distance and travel time from the Burton-Diehl area to Connell Area. The increased traffic flow caused by changing shifts at the city's largest employers, General Electric and Hammermill with 12,000 and 2,000 respectively, also contributes to the total travel time from the Burton-Diehl area to Connell.

Methodology:

1. The assignment of minority pupils would depend upon the available space to house reassigned pupils.
2. The assignment of minority pupils would be from the nearest school attendance area having a higher racial imbalance.
3. The assignment will be according to either a satellite area or a satellite grade.

The Plan:

Burton-Diehl are the nearest schools to Connell having a higher racial imbalance, 50.3; and 31.3% respectively. The administration has recommended to the Board that the Burton Urban Network program be continued and further that a variance for the racial composition of this school will be sought from both the PHRC and the Court. Since the proposed grade organization for Burton will continue as (K-4), the current grade 4 pupils promoted in September 1975 grade 5, will constitute the population basis for bringing Connell into racial balance.

This population consists of 64 white pupils and 57 black pupils.

Connell School scheduled to change from a (K-6) to (K-5) grade organization would lose 78 current grade six pupils.

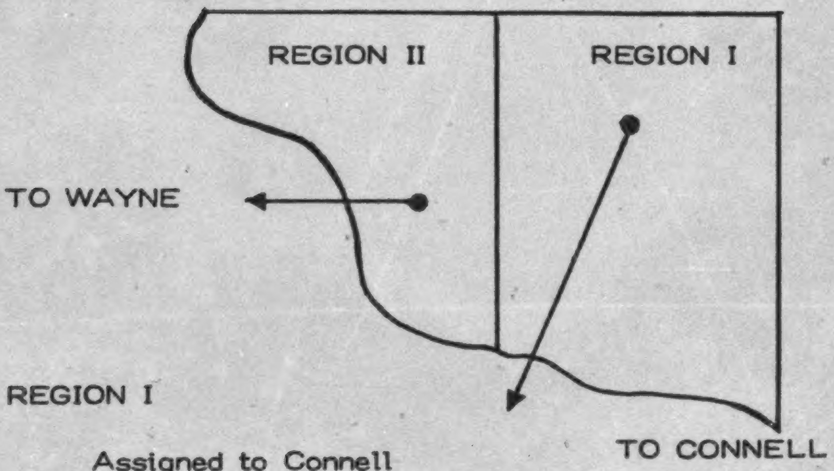
TABLE 13

B.T.F. RATED CAPACITY vs 1974 ENROLLMENT

B.T.F. RATED CAPACITY				ENROLLMENT SEPTEMBER 1974			
K	(1-4)	Sp.Ed.	Total	K	(1-6)	Sp.Ed	Total
200	480	10	690	153	482	10	645

Table 13 reveals that for the 1974 school year for grade level (1-6) the school was slightly over capacity, the out migration of the current grade 6, 78 pupils, to a middle school will provide space for approximately 80 Burton area grade 5 pupils. Under the proposed plan the Burton Area grade 5 will be divided into two satellite grade regions.

BURTON ATTENDANCE AREA



REGION I

Assigned to Connell
Made up of 72 students, 32 white, and 30 black.

REGION II

Assigned to Wayne.
Made up of 49 pupils, 32 white and 17 black.

This subdivision of grade 5 population into regions I and II was based on the block by block distribution of these pupils. Since Connell is a majority school, the region to be assigned would require a greater number of minority students where as, Wayne school , a racially balanced school, could house a pupil population whose minority composition is near the upper acceptable bound (29%). Thus Region II will be assigned to Wayne.

CONNELL SCHOOL (Will House Grades K-5)

1. Proposed Boundary Changes

As of September 1975, the Connell attendance area will be expanded for grade 5 to include part of the present Burton School attendance area. That area is herein described as: Starting at the intersection of the Penn Central Tracks and Downing Avenue, South on Downing Avenue to the Old Lake Erie Railroad to McCain Avenue, north on McCain Avenue to the Penn Central Tracks, west along Penn Central Tracks to Downing Avenue -- the point of beginning. All streets taken along the centerline are made up of tracts and blocks described as:

TRACT 15 - Blocks 8,25,70,73,40,41,48,49.

TRACT 16 - Blocks 7,8,16,17,30,31,39,40,49,50,55,56,57, 61,62.

2. Impact on Students Resulting from Boundary Changes

The expansion of the Connell attendance area will involve the reassignment of 72 students in grade 5 from the Burton School attendance area. The racial composition of this group is 32 White and 40 Black. Since these students reside beyond the 1.5 mile distance, they will be transported at public expense. (Per Exhibit 9).

3. Summary Statement

The reassignment is compatible with the building capacity of Connell School. The student reassignment establishes a Black enrollment of 13.3%.

BURTON SCHOOL (Will House Grades K-4)

1. There are no boundary changes or student reassignments proposed for Burton School despite the fact that Burton is out of racial balance (51.8% Black).
2. For the past two years, Burton School has served as the Pilot School for the Urban Network Project, a Federally Funded Program by Health, Education and Welfare. This is a unique experimental program that has strong community and extensive parental support. The program attempts to eliminate cultural deficiencies by using strong supportive staff, reduced class size, personal counseling, home visitations, and increased rapport among home, school, and community.
3. It is feared that any alteration of the Urban Network Program could result in a significant loss of the entire Burton School community at a critical point in the program's development. Furthermore, any diminution of the program could result in the loss of Federal Funding for a very worthwhile enterprise.

Group IV - Garfield-Glenwood-Jefferson-Lincoln-McKinley-Penn

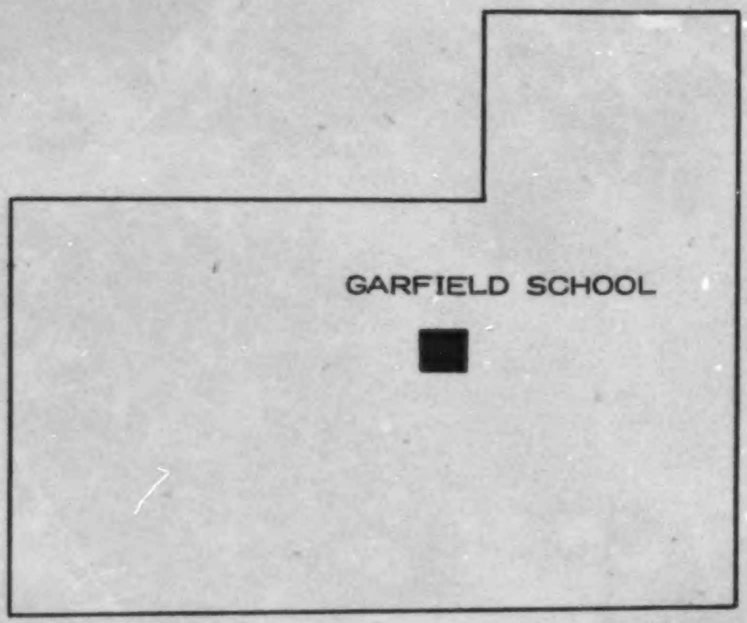
Under the proposed new plan Garfield School will be closed. Following the closure of Marshall School in 1968 and continuing to the present, Garfield School has been the district's highest minority school. The Garfield attendance area is predominantly minority, and since there is insufficient space to house all of the attendance area (K-6) children the overcrowded "spillover" was assigned to Washington School. This assignment contributed and was the major cause of Washington becoming a minority segregated school. The Garfield black population is scattered proportionally within tract 13 and part of 14. Shifting contiguous blocks from the closed predominantly periphary white schools - Glenwood, Jefferson, Lincoln, McKinley, and Penn.

Assignment Assumptions:

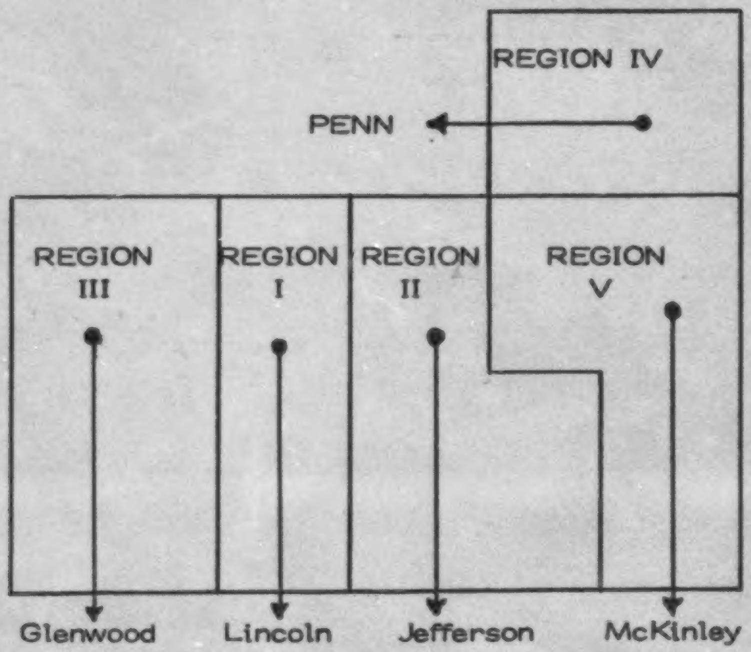
1. Students walk to school whenever it is possible and if the school is within the permissible walking distance pupils will be assigned to the nearest school out of balance.
2. If School "A" and its attendance area are predominantly minority (black) and if School "B" is predominantly majority, then assigning these students (A) to this school (B) will improve the desegregation measure for this school.

Comparison of Group 4 Attendance Area

1. Garfield Attendance Area Before Plan


GARFIELD SCHOOL

2. Garfield Attendance Area: Proposed Plan


REGION IV
PENN
REGION III
REGION I
REGION II
REGION V
Glenwood
Lincoln
Jefferson
McKinley

Methodology:

1. Partition the closed Garfield attendance area. Reassign the pupils in grades (1-5) contiguous blocks based on maximum walking distance and race to provide a desirable desegregation measure for Glenwood, Jefferson, Lincoln, McKinley, and Penn.
2. The grade configuration for Glenwood, Jefferson, Lincoln, McKinley and Penn will be (K-5).
3. All Kindergarten children residing within the Garfield attendance area will be assigned to Washington.

TABLE 14

ENROLLMENT STATISTICS
GROUP 4 SCHOOLS

	1973				1974			
	W	B	T	%B	W	B	T	%B
Garfield	124	213	337	63.2	101	210	311	67.5
Glenwood	389	8	397	2.0	364	4	368	1.0
Lincoln	491	37	528	7.0	491	47	538	8.7
McKinley	262	86	348	24.7	254	68	322	21.1
Jefferson	470	44	514	8.6	441	58	499	11.6
Penn	223	24	247	9.7	215	22	237	9.2

The Plan:

The Garfield attendance area will be partitioned into five satellite regions, each of which will be contiguous to the existing attendance areas of the group four schools. Regionalizing the closed Garfield attendance area will affect some pupils who reside within this Garfield attendance area but attend Washington. Under the proposed plan all children grades (1-5) residing within the satellite region will be reassigned. All present and future Garfield area Kindergarten pupils will be assigned to Washington. Each candidate satellite assignment region will be simulated, so that the blocks assigned will be within the maximum walking distance range, and provide the desegregation measure within the acceptable racial band tolerance.

GARFIELD SCHOOL (Closed)

Since Garfield School will be closed, the Garfield attendance area will be divided into five attendance regions which will be assigned to the following contiguous attendance areas for Grades 1-5:

REGION I	Assigned to Lincoln.
REGION II	Assigned to Jefferson.
REGION III	Assigned to Glenwood.
REGION IV	Assigned to Penn.
REGION V	Assigned to McKinley.

Description of Regions:

1. REGION I:

Starting at the intersection of German Street and East Eighteenth Street, east along East Eighteenth Street to Parade Street, south on Parade Street to East Twenty-first Street, east on East Twenty-first Street to Wallace Street, south on Wallace Street to East Twenty-sixth Street, west on East Twenty-sixth Street to German Street, north on German Street to East Eighteenth Street -- the point of beginning. All streets taken along the centerline are made up of blocks and tracts described as:

TRACT 13 - Blocks 26,38,44.

TRACT 18 - Blocks 2,3,9,10,13,14,24,25,26,27.

2. REGION II.

Starting at the intersection of East Eighteenth Street and Holland Street, east on East Eighteenth Street to German Street, south on German Street to East Twenty-sixth Street, west on East Twenty-sixth Street to Holland, north on Holland Street to East Eighteenth Street — point of beginning. All streets taken along the centerline are made up of blocks and tracts described as:

TRACT 13 - Blocks 25,39,43,50.

TRACT 18 - Blocks 4,8,15,21,23.

(Per Exhibit 7).

3. REGION III.

Starting at the intersection of East Eighteenth Street and Holland Street, south along Holland Street to East Twenty-sixth Street to State Street, north along State Street to Eighteenth Street, east along East Eighteenth Street to Holland Street --- the point of beginning. All streets taken along the centerline are composed of blocks and tracts described as:

TRACT 13 - Blocks 23,24,40,41,42,51.

TRACT 18 - Blocks 5,6,7,16,17,18,19,20.

4. REGION IV:

Starting at the intersection of Parade Street and Penn

Central Tracks, east along the Penn Central Tracks to Ash Street, south along Ash Street to East Eighteenth Street, west along East Eighteenth Street to Parade Street — the point of beginning. All streets taken along the centerline are made up of tracts and blocks described as:

TRACT 14 - Blocks 16,17,18

5. REGION V:

Starting at the intersection of East Eighteenth Street and Parade Street, east on East Eighteenth Street to Ash Street, south on Ash Street to East Twenty-sixth Street, west on East Twenty-sixth Street to Wallace Street, north on Wallace Street to East Twenty-first Street, west on East Twenty-first Street to Parade Street, north on Parade Street to East Eighteenth Street — point of beginning. All streets taken along the centerline are composed of blocks and tracts described as:

TRACT 13 - Blocks 27,28,37,45,46,52.

TRACT 18 - Blocks 1,11,12,28,29.

6. All Kindergarten students from the former Garfield attendance area are assigned to Washington School.

GLENWOOD SCHOOL (Will House Grades K-5)

1. Proposed Boundary Changes

As of September 1975, Glenwood School will have an expanded attendance area to include Garfield Region III for grades 1-5. This region is herein described:

Starting at the intersection of East Eighteenth Street and Holland Street, south along Holland Street to East Twenty-sixth Street, west along East Twenty-sixth Street to State Street, north along State Street to West Eighteenth Street, east along East Eighteenth Street to Holland Street — point of beginning. All streets taken along the centerline are made up of tracts and blocks described as:

TRACT 13 - Blocks 23,24,40,41,42,51.

TRACT 18 - Blocks 5,6,7,16,17,18,19,20.

2. Impact on Students Resulting from Boundary Changes.

These boundary changes will involve the reassignment of 106 former Garfield students to Glenwood School. The racial composition of this group is 32 White and 74 Black. Since all these students reside within the 1.5 mile limit of Glenwood School, they will walk to school. (Per Exhibit 8).

3. Summary Statement

This proposed reassignment of students is compatible with the building capacity of Glenwood School. The student reassignment establishes a Black enrollment of 21.2%.

JEFFERSON SCHOOL (Will House Grades K-5)

1. Proposed Boundary Changes

As of September 1975, Jefferson School will have an expanded attendance area to include Garfield Region II for grades 1-5. This region is herein described as:

REGION II:

Starting at the intersection of East Eighteenth Street to Holland Street, east on East Eighteenth Street to German Street, south on German Street to East Twenty-sixth Street, west on East Twenty-sixth Street to Holland Street, north on Holland Street to East Eighteenth Street -- point of beginning. All streets taken along the centerline are made up of blocks and tracts described as:

TRACT 13 - Blocks 25,39,43,50.

TRACT 18 - Blocks 4,8,15,21,23.

2. Impact on Students Resulting from Boundary Changes

These boundary changes will involve the reassignment of 98 former Garfield students to Jefferson School. The racial composition of the group is 22 White and 76 Black. Since all these students reside within the 1.5 mile limit of Jefferson, they will walk to school. (Per Exhibit 7),

3. Summary Statement

The proposed reassignment of students is compatible with the building capacity of Jefferson School. The student reassignment establishes a Black enrollment of 26.9%.

LINCOLN SCHOOL (Will House Grades K-5)

1. Proposed Boundary Changes

As of September 1975, Lincoln School will have an expanded attendance area to include Garfield Region I for grades 1-5. This region is herein described:

REGION I:

Starting at the intersection of German Street and East Eighteenth Street, east along East Eighteenth Street to Parade Street, south on Parade Street to East Twenty-first Street, east on East Twenty-fifth Street to Wallace Street, south on Wallace Street to East Twenty-sixth Street, west on East Twenty-sixth Street to German Street, north on German Street to East Eighteenth Street -- the point of beginning. All streets taken along the centerline are made up of blocks and tracts described as:

TRACT 13 - Blocks 26,38, 44.

TRACT 18 - Blocks 2,3,9,10,13,14,24,25,26,27.

2. Impact on Students Resulting from Boundary Changes.

These boundary changes will involve the reassignment of 97 former Garfield students to Lincoln School. The racial composition of this group is 34 White and 63 Black. Since all these students reside within the 1.5 mile limit of Lincoln School, they will walk to school. (Per Exhibit 6).

3. Summary Statement

The proposed reassignment of students is compatible with the building capacity of Lincoln School. The student reassignment establishes a Black enrollment of 21.5%.

McKINLEY SCHOOL (Will House Grades K-5)

1. Proposed Boundary Changes

As of September 1975, McKinley School will have an expanded attendance area to include Garfield Region V. This Region is herein described as:

REGION V:

Starting at the intersection of East Eighteenth Street and Parade Street, east on East Eighteenth Street to Ash Street, south on Ash Street to East Twenty-sixth Street, west on East Twenty-sixth Street to Wallace Street, north on Wallace Street to East Twenty-first Street, west on East Twenty-first Street to Parade Street, north on Parade Street to East Eighteenth Street -- point of beginning. All streets taken along the centerline are composed of blocks and tracts described as:

TRACT 13 - Blocks 27,28,37,45,46,52.

TRACT 18 - Blocks 1,11,12,28,29.

2. Impact on Students Resulting from Boundary Changes

These boundary changes will involve the reassignment of 38 former Garfield students to McKinley School. The racial composition of this group is 23 White and 15 Black. Since all these students reside within the 1.5 mile limit to McKinley, they will walk to school. (Per Exhibit 16).

3. Summary Statement

The proposed reassignment of students is compatible with the building capacities of McKinley School. The student reassignment establishes a Black enrollment of 25.1%.

WASHINGTON SCHOOL (Will House Grades K-5)

1. Proposed Boundary Changes

As of September 1975, Washington School will have an expanded attendance area for Kindergarten only which will include the entire old Garfield School attendance area. For grades 1-5, the Washington School attendance area remains unchanged. The old Garfield School attendance area is herein described: Starting at the intersection of Eighteenth Street and State Street, east along Eighteenth Street to Parade Street, north on Parade Street to the Penn Central Tracks, east along the Penn Central Tracks to Ash Street, south on Ash Street to East Twenty-sixth Street, west on East Twenty-sixth

Street to State Street, north on State Street to Eighteenth Street — point of beginning. All Streets taken along the centerline are made up of tracts and blocks described as:

TRACT 13 - Blocks 23,24,25,26,27,28,37,38,39,40,41,42 43,44,45,46,50,51,52.

TRACT 14 - Blocks 16,17,18.

TRACT 18 - Blocks 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15, 16,17,18,19,20,21,23,24,25,26,27,28,29.

2. Impact on Students Resulting from Proposed Boundary Changes

It is estimated that 73 Kindergarten students are being reassigned to Washington School. Estimated racial composition of this group is 18 White and 55 Black. Since these students reside within 1.5 miles, they will walk to Washington School.

3. Summary Statement

The proposed reassignments are compatible with the building capacity of Washington School. The student reassignment establishes a projected Black enrollment of 17.4%.

Group V - Wayne-Edison-Penn

Group 5 Wayne-Edison-Penn are clustered as a group and encompass census tracts 5,6,7 and approximately 50% of tract 8. Tract 5 is a stable residential neighborhood with commercial and industrial area confined to its perimeter. During the 12 year period from 1960-72 the population decreased from 4,682 to 3,937 a difference of 745 people. Tract 6 contains a large public housing complex of 496 units. The majority of occupants of the housing complex are low income. From 1960-72 the population declined from 5,445 to 4,749, a decrease of 696 people. Tract 7 is now in the initial stages of rapid decline between 1960-1972 the population declined from 4,266 to 3,466, a total of 800 people.

TABLE 15

TRACT COMPOSITION (K-6)

	January 1971			October 1971			March 1973			November 1973			1974		
TRACT	W	B	T	W	B	T	W	B	T	W	B	T	W	B	T
5	232	2	235	205	8	213	199	6	205	159	7	166	178	11	189
6	373	120	493	362	101	463	291	96	387	294	87	381	255	95	350
7	194	22	216	192	22	214	188	20	208	191	20	211	149	19	168
8	205	32	237	174	33	207	224	27	261	202	36	238	168	45	213

Group V - Wayne - Edison - Penn

Wayne-Edison-Penn are clustered to form group five. Wayne is scheduled to undergo extensive renovations and open as a middle school housing grades (5-8) in September 1977. Under this proposal Wayne School boundaries would be the same as described under the (4-4-4) plan. However, in September 1975 only grades 3,4,5 and 6 would be housed.

This design would converge to the (5-8) grade configuration by September 1977. Penn and Jones will house grades (K-5). Since both Penn and Edison would have an out-migration of the present grade six pupils. These would be reassigned to Wayne according to the (4-4-4) boundaries. All present and future Wayne attendance area grades K and 1 will be assigned to Penn and Wayne using the (4-4-4) boundaries.

TABLE 16

1973 and 1974 RACIAL COMPOSITION

	W	B	T	%B	W	B	T	%B
Edison	282	77	359	21.4	243	85	328	25.9
Penn	223	24	247	9.7	215	22	237	9.3
Wayne	415	156	571	27.3	394	171	565	30.2

TABLE 17

SCHOOL CAPACITY vs ENROLLMENT 1974

	B.T.F. Rated Capacity				1974 Enrollment			
	K	(1-4)	Sp.Ed	Total	K	(1-6)	Sp.Ed.	Total
Edison	150	420	7-rms	570	73	263	96	432
Penn	100	275		375	38	199		237
Wayne*				750	76	510	42	628

*Rated as a middle school (5-8)

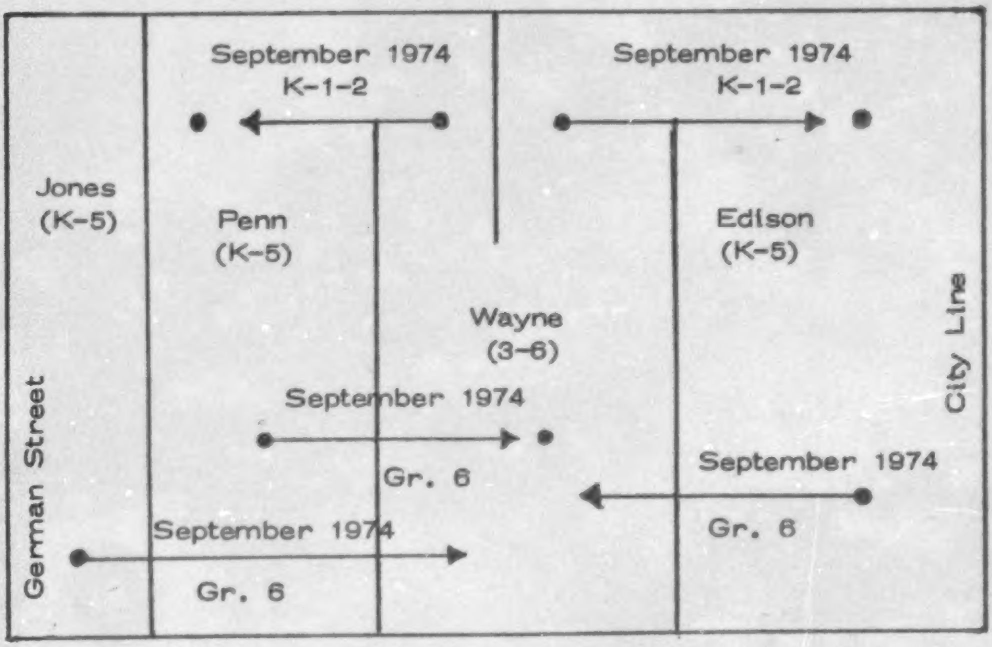
Methodology:

1. The assignment of pupils for Wayne would be according to expanded attendance areas made up of contiguous blocks described in the (4-4-4) plan.

2. Students will walk to school whenever it is possible, and if the school is within the permissable walking distance students will be assigned to the nearest school out of balance.

3. Contiguous blocks will be grouped together to form satellite school areas or expanded attendance areas.

The Plan:


September 1974
K-1-2
September 1974
K-1-2
Jones
(K-5)
Penn
(K-5)
Edison
(K-5)
Wayne
(3-6)
City Line
September 1974
Gr. 6
September 1974
Gr. 6
September 1974
Gr. 6
German Street

1. Penn-Edison - Both Penn and Edison would have an expanded attendance area - Penn to the east, and Edison to the west - the new boundary converging on their previously defined (4-4-4) boundary. Starting in September 1975 all K,1,2 children in this area will attend Penn.

2. Wayne - Wayne will become an elementary school in transition to a (5-8) middle school. Under the proposed plan Wayne would house all of the current Wayne attendance area grade 3,4,5, and 6. Additionally, approximately 47 Burton Area grade 5 pupils would be the expansion of the grade 6 attendance area to accommodate pupils from Penn, Jones, and Edison.

All three group 5 schools will be racially balanced.

WAYNE SCHOOL (Will House Grades 3-4-5-6).

1. Proposed Boundary Changes

   1.1 Grades 3 and 4 - For these grades no changes in the Wayne attendance area are proposed.

   1.2 Grade 5 - Students in this grade who reside presently in the Wayne attendance area will continue to go to Wayne School. Additionally, those fifth graders from the Burton School attendance area who reside in the area herein described will attend Wayne:

Starting at the intersection of the Penn Central Tracks and Downing Avenue, west along the Penn Central Tracks to the Old Lake Erie Railroad Tracks, southeast along the Old Lake Erie Railroad Tracks to Downing Avenue extended, north along Downing Avenue to the Penn Central Tracks--point of beginning. All streets taken along the centerline are made up of tracts and blocks described as:

TRACT 15 - Blocks 3,4,26,27,28,29,30.31,32,33,
34,35,36,37,38,39,50,51,52,53,54,56,
57,58,59,60,61,62,65.

TRACT 16 - Blocks 9,10,11,12,13,14,15,32,33,34,
35,36,37,38,51,52,53,54,63,64,65.

1.3 Grade 6

(1) Students in this grade who presently reside in the Wayne attendance area will continue at Wayne School.

(2) Additionally, all other sixth graders from the area herein described, which was formerly part of Penn, Jones, Edison, and Marshall School attendance areas, will now attend Wayne School.

Starting at Front Street east and German Street, south along German Street, to the Penn Central Tracks, east along the Penn Central Tracks to Franklin Avenue, north along Franklin Avenue (west side only), to the Lake Front, west along the Lake Front to German Street -- point of beginning. All streets taken along the center-line are made up of tracts and blocks described as:

TRACT 5 - All Blocks.

TRACT 6 - All Blocks.

TRACT 7 - All Blocks.

TRACT 8 - Blocks, 1,2,3,6,7,8,9,10,11,12,13, 16,17,18,19,20,21,24,25,26,27,28,29.

TRACT 4 - Blocks 7,8,9,10,11,13,20,21,22,23,24, 25,26,27,28,29,30,31,35.

TRACT 14 - Blocks 1,2,4,5,6,7,8,9,10,11,12,13, 14,15.

TRACT 13 - Blocks 1,5,6.

TRACT 15 - Blocks 1,2.

1.3 Burton/Diehl Sixth Graders to Wayne

Additionally, those sixth grade students residing in the area herein described will attend Wayne School.

Starting at the intersection of Buffalo Road and the Old Penn Central Tracks, southeast along the Old Penn Central Tracks to the east city line, north along the east city line to Buffalo Road, west along the centerline of Buffalo Road to the Old Penn Central Tracks -- the point of beginning. All streets taken along the centerline are made up of tracts and blocks described as:

TRACT 15 - Blocks 57,58,59,61,62.

TRACT 16 - All of the Blocks in Tract.

2. Impact on Students Resulting from Boundary Changes

2.1 Grade 5 - Burton to Wayne - This move will involve the reassignment of 49 Burton students to Wayne. The racial composition is 32 White and 17 Black. These students will all be transported at public expense. (Per Exhibit 12).

2.2 Grade 6

.1) Penn, Edison, Jones, Marshall to Wayne
This reassignment will affect 93 students from the above cited schools. The racial composition is 77 White and 16 Black. These students all reside within the two-mile limit and will walk to Wayne School. (Per Exhibit 15).

.2) Burton, Diehl to Wayne

Also reassigned are 73 incoming sixth grade students from the Burton-Diehl attendance area to Wayne. The racial composition is 53 White and 20 Black. These students will all be transported at public expense. (Per Exhibit 11).

3. Summary Statement

Consistent with the District's Long Range Plan, Wayne School is proceeding toward full Middle School implementation. The proposed reassignments are compatible with the building capacity of Wayne School. The student reassignment establishes a Black enrollment of 21.1%.

EDISON SCHOOL (Will House Grades K-5)

1. Proposed Boundary Changes

No change in attendance area is proposed for students in grades 3,4, and 5. For grades K,1, and 2, however, the attendance area has been expanded to include part of the present Wayne School attendance area, as herein described: Starting at the Lake Front and East Avenue, south on East Avenue to the Penn Central Tracks, east along the Penn Central Tracks to Camphausen Avenue, north along Camphausen Avenue to the Lake -- the point of beginning. All streets taken along the centerline are made up of tracts and blocks described as:

TRACT 5 - Blocks 2,3,5,6,10,11,12,13,14,15,16,17,18,19,20, 21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36, 37,38,39,40,41,42,43,44,45,46,47,48,49,50,51,52,53.

TRACT 6 - Blocks 3,33,47,48,49,50,51,52,53.

2. Impact on Students Resulting from Boundary Changes

These boundary changes will involve the reassignment of 75 grade 1 and 2 students from the present Wayne School attendance area. The racial composition of the group reassigned is 72 White and 3 Black. Since these students reside within a 1.5 mile distance, they will walk to Edison School. (Per Exhibit 10).

3. Summary Statement

The proposed reassignments are compatible with the building capacity of Edison School. The student reassignment establishes a Black enrollment of 23.9%.

PENN SCHOOL (Will House Grades K-5)

1. Proposed Boundary Changes

As of September 1975, Penn School will have an expanded attendance area resulting from the following boundary changes:

A. Garfield to Penn - The area herein described, formerly part of the Garfield attendance area, is to be incorporated as part of the new Penn attendance area and is identified as Region IV of the old Garfield area:

Starting at the intersection of Parade Street and Penn Central Tracks, east along Penn Central Tracks to Ash Street, south along Ash Street to East Eighteenth Street, west along East Eighteenth Street to Parade Street — point of beginning. All streets taken along the centerline are made up of tracts and blocks described as:

TRACT 14 - Blocks 16,17,18.

2. Wayne to Penn - The area herein described, formerly part of the Wayne attendance area, is to be incorporated as part of the new Penn K,1 and 2 attendance area:

Starting at the intersection of the Lake Erie Railroad and Reed Street, south on Reed Street to East Ninth Street, east on East Ninth Street to Wayne Street, south on Wayne Street to East Tenth Street, east on East Tenth Street to the Lake Erie Railroad, south along Lake Erie Railroad to the intersection of the Penn Central Railroad, east along Penn Central Railroad to East Avenue, north along East Avenue to the Bay. All streets taken along the centerline are made up of tracts and blocks described as:

TRACT 4 - Blocks 10,24,25,26,27,35.

TRACT 7 - Blocks 1,2,3,6,7,8,9,10,11,12,13,14,18,19,20, 21,27,28.

TRACT 14 - Block 1.

3. Impact on Students Resulting from Boundary Changes

These boundary changes will involve the reassignment of 18 Garfield students 4 White and 14 Black, all in K-5 grades, and 54 Wayne students in grades K-1,2, racially composed of 43 White and 11 Black. Since all these reassigned students live within a 1.5 mile distance from Penn School, they will walk to school. (Per Exhibits 5 and 14).

4. Summary Statement

The proposed reassignments are compatible with the building capacity of Penn School. The student reassignment establishes a Black enrollment of 17.5%.

Group VI Balanced Schools.

COLUMBUS SCHOOL (Will House Grades K-5)

1. Since Columbus School is racially balanced at present, no boundary changes or reassignments are proposed.
2. The projected racial balance for September 1975 is 18.8% Black.

DIEHL SCHOOL (Will House Grades K-5)

1. There are no proposed boundary changes for the Diehl School attendance area. No student reassignments are proposed.
2. The projected racial balance for September 1975 is

32.4% Black. It is recognized that Diehl School is outside of the allowable racial limits. However, to racially balance Diehl School involves alternatives that are patently undesirable, to wit:

1.1 The logical movement of Diehl students to Edison School, which is contiguous to the Diehl area, is hampered by the hazardous conditions created by the Penn Central Railroad Tracks.

1.2 Busing of students to overcome the hazards stated in (1.1) does not seem feasible since the main thoroughfares, Franklin Avenue and East Lake Road, are heavily traveled by large numbers of the 13,000 employees of the General Electric Plant and by many hundreds of the Hammermill Paper Company employees.

1.3 It is likely that many Blacks residing in Tracts 15 and 16 of the Diehl School Area will move to public housing as it becomes available in Tracts 27 (Connell School area) and Tract 30 (Grover Cleveland School).

1.4 Voluntary transfer to Harding School will be encouraged.

HARDING SCHOOL (Will House Grades K-5)

1. It is proposed that Harding School will continue its open enrollment policy, expanding that policy to include Grade 5, for the 1975-76 school year.

JONES SCHOOL (Will House Grades K-5)

1. Since Jones School is racially balanced at present, no boundary changes or reassignments are proposed.
2. The Kindergarten students from the Marshall School attendance area will continue to attend Jones School as is the present policy.
3. The projected racial balance for September 1975 is 16.1% Black.

As required by the plan, this practicum writer prepared a tract and block population analysis for each satellite region or expanded attendance area proposed under the plan. The basis for the exhibits was the district's tract and block structure which is part of the Erie Computer Model. The district's block and tract structure, up-dated from the pupil data base, provided the statistical basis for the Simulations of each region. The procedures for configurating the attendance area or satellite attendance area are described in the final design of the Erie Computer Model. The projections, as requested by the administration, were processed accordingly:

1. Grade Survival

1.1 Kindergarten to first grade destination. Persistent survival ratios for majority schools and minority schools of 0.75 and 1.00 respectively were used. The majority schools experience about a 25% out migration to private schools while inner city schools showing about 100% retention of Kindergarten children to first grade.

1.2 Grade (1-4)

These students constitute the September 1975 grade (2-5) population. In preparing the (4-4-4) plan grade by grade survival ratios were developed. The administration requested that a 100% survival scale be used.

2. Grade Promotion

The proposed plan assumed 100% grade promotion for all elementary pupils. This was based on an average grade retention of less than 1% over a three year span.

3. Population Mobility

The outer city schools have a fairly stable population with the in-migration and out-migration being relatively equal. However, the inner city schools experience a high population mobility. This could cause some variances in the projections as presented.

TABLE 19

SCHOOL ENROLLMENT SUMMARY

PROPOSED SEPTEMBER 1975 PLAN

	KINDERGARTEN			GRADES (1-5)			
SCHOOL	W	B/O	T	W	B/O	T	% BLACK
BURNS	43	13	56	131	36	167	21.6
BURTON	50	40	90	193	208	401	51.8
CLEVELAND	96	4	100	298	45	343	13.1
COLUMBUS	35	5	40	185	43	228	18.8
CONNELL	145	5	150	425	65	490	13.3
DIEHL	69	16	85	225	108	333	32.4
EDISON	75	37	112	241	76	317	24.0
EMERSON	99	25	124	343	83	426	19.4
GARFIELD	CLOSED---						
GLENWOOD	75	0	75	286	77	363	21.2
HAMILTON	65	3	68	258	57	315	18.1
HARDING	70	10	80	298	55	353	15.6
IRVING	64	7	71	268	42	310	13.5
JEFFERSON	100	4	104	307	113	420	26.9
JONES	37	28	65	135	26	161	16.1
LINCOLN	131	9	140	338	93	431	21.5
LONGFELLOW	CLOSED ---						
McKINLEY	50	15	65	200	67	267	25.1
PENN	51	8	59	202	43	245	17.5
PERRY	90	1	91	273	41	314	13.1
WASHINGTON	42	59	101	118	25	143	17.4
WAYNE	--	--	--	333	89	422	21.1
TOTALS	1387	289	1676	5057	1392	6449	21.6

TABLE 20

RACIAL BAND ANALYSIS PROPOSED PLAN

RANGE		
Below 12.62	12.62 - 29.14	ABOVE 29.14
NONE	BURNS (21.6)	BURTON (51.8)
	CLEVELAND (13.1)	
	COLUMBUS (18.8)	DIEHL (32.4)
	CONNELL (13.3)	
	EDISON (24.0)	
	EMERSON (19.4)	
	GLENWOOD (21.2)	
	HAMILTON (18.1)	
	HARDING (15.6)	
	IRVING (13.5)	
	JEFFERSON (26.9)	
	JONES (16.1)	
	LINCOLN (21.5)	
	McKINLEY (25.1)	
	PENN (17.5)	
	PERRY (13.1)	
	WASHINGTON (17.4)	
	WAYNE (21.1)	

TAB

The School District o

SUMMARY OF STU
SEPTEMBER 19

TO/FROM REASSIGNMENT	(Kgn.) Estimate W	B	T	GR. 1 W	B	T	GR. 2 W	B	T	GR. 3 W	B
WALKERS:											
Burns from Longfellow	9	1	10	9	1	10	14	1	15	6	0
Emerson from Burns	2	15	17	2	15	17	4	7	11	2	12
Emerson from Longfellow	25	6	31	25	6	31	18	2	20	13	1
Glenwood from Garfield				5	16	21	8	14	22	7	12
Jefferson from Garfield				2	21	23	4	9	13	7	17
Lincoln from Garfield				6	14	20	8	16	24	8	12
McKinley from Garfield				5	3	8	7	3	10	3	4
Penn from Garfield				0	3	3	1	1	2	0	4
Penn from Wayne (1-2)	22	4	26	22	4	26	21	7	28		
Edison from Wayne (1-2)	39	1	40	39	1	40	33	2	35		
Wayne from Jones, Penn, Edison (6)											
Washington from Garfield (K)	18	55	73								
TOTAL WALKERS Plus (Kgn.) Estimate	115	82	197	115	84	199	118	62	180	46	62

City of Erie, Pa.

REASSIGNED
OJECTIONS

GR. 4			GR. 5			GR. 6			(GR. 1-6) Total			
W	B	T	W	B	T	W	B	T	W	B	T	Reference Code Exhibit #
7	1	8							36	3	39	#2
3	8	11	3	11	14				14	53	67	#1
10	2	12	8	5	13				74	16	90	#4
7	17	24	5	15	20				32	74	106	#8
5	13	18	4	16	20				22	76	98	#7
4	11	15	8	10	18				34	63	97	#6
5	2	7	3	3	6				23	15	38	#16
2	2	4	1	4	5				4	14	18	#14
									43	11	54	#5
									72	3	75	#10
						77	16	93	77	16	93	#15
43	56	99	32	64	96	77	16	93	431	344	775	
									115	82	197	
									546	426	972	

56.2% White and 43.8% Black

TABLE
The School District of t

SUMMARY OF STUDEN
SEPTEMBER 1975

PRESENTLY BEING TRANSPORTED

TO/FROM REASSIGNMENT	(Kgn.) (Est.)			GR. 1			GR. 2			GR. 3			GR. 4			G
	W	B	T	W	B	T	W	B	T	W	B	T	W	B	T	
*Cleveland from Marshall (Gr. 5)																
*Cleveland from Wayne (Bi-Lingual)							0	2	2	0	2	2	0	4	4	
*Perry from Marshall (Gr. 3-4)										13	25	38	11	14	25	
*Hamilton from Marshall (Gr. 1-2)				9	24	33	8	16	24							
*Jones from Marshall (Kgn.)	9	24	33													
*Connell from Burton (½ Gr. 5)																3
*Wayne from Burton (½ Gr. 5)																3
TOTAL PRESENTLY TRANSPORTED	9	24	33	9	24	33	8	18	26	13	27	40	11	18	29	6
ADDITIONAL TRANSPORTATION PER PROPOSAL TO/FROM **Irving from Burns (Gr. 5)																24
TOTAL TRANSPORTED PER PROPOSAL	9	24	33	9	24	33	8	18	26	13	27	40	11	18	29	9

*These Students are Presently Transported.
**Only New Transportation Required Per Proposal.

ty of Erie, Pa.

EASSIGNED
CTIONS

	GR. 6			TOTAL			
T	W	B	T	W	B	T	Reference Code Exhibit Number
19				3	16	19	#17
4				0	12	12	#18
				24	39	63	#17
				17	40	57	#17
				9	24	33	#17
72				32	40	72	#9
49				32	17	49	#12
144				117	188	305	
40				24	16	40	
184				141	204	345	

TABLE 23

The School District of the City of Erie, Pa.

SUMMARY OF REASSIGNED STUDENTS

		W	B	T	W	B	T
A.	WALKERS						
	Grades 1-6	431	344	775			
	Grade (Kindergarten	115	83	197			
	TOTAL				546	426	972
B.	TRANSPORTED						
	Present	117	188	305			
	Proposed	24	16	40			
	TOTAL				141	204	345
	GRAND TOTAL				687	630	1317

C.	MOVEMENT COMPARISON	WHITE%	BLACK%
1.	WALKERS....................	52.2	47.8
2.	PRESENTLY TRANSPORTED	38.4	61.6
3.	TOTAL TRANSPORTED PER PROPOSAL.....	40.9	59.1
4.	TOTAL REASSIGNMENT PER PROPOSAL.....	52.2	47.3
5.	DISTRICT (1-5) COMPARISON OF REASSIGNMENT	8.4	7.7

ANALYSIS OF PUPIL STATISTICS
FOR
IMPLEMENTED PLAN

The analysis of pupil statistics for the plan which includes the district's middle school grades (6-8) and senior high school grades (9-12) is presented. The validation process is described by the systems flow chart, figure 1.

These activities are described as follows:

Task 1. April 1975, plan accepted.

Task 2. Up-date school census.

This task was accomplished through the data services department, pre-printed census enumeration forms were prepared from the district's pupil data file. Forms were validated by the schools, corrections/additions were made. All changes, additions, corrections were processed by the data service department.

Task 3. New school boundaries.

The new school attendance areas were configured according to their contiguous tracts and blocks. These new attendance area described as Exhibits 1-13,[7] were merged to the district's school attendance files.

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[7] Sala, op. cit., Maxi I Report, Volume IV, pp. 88-112.

FLOW CHART/PUPIL UP-DATE

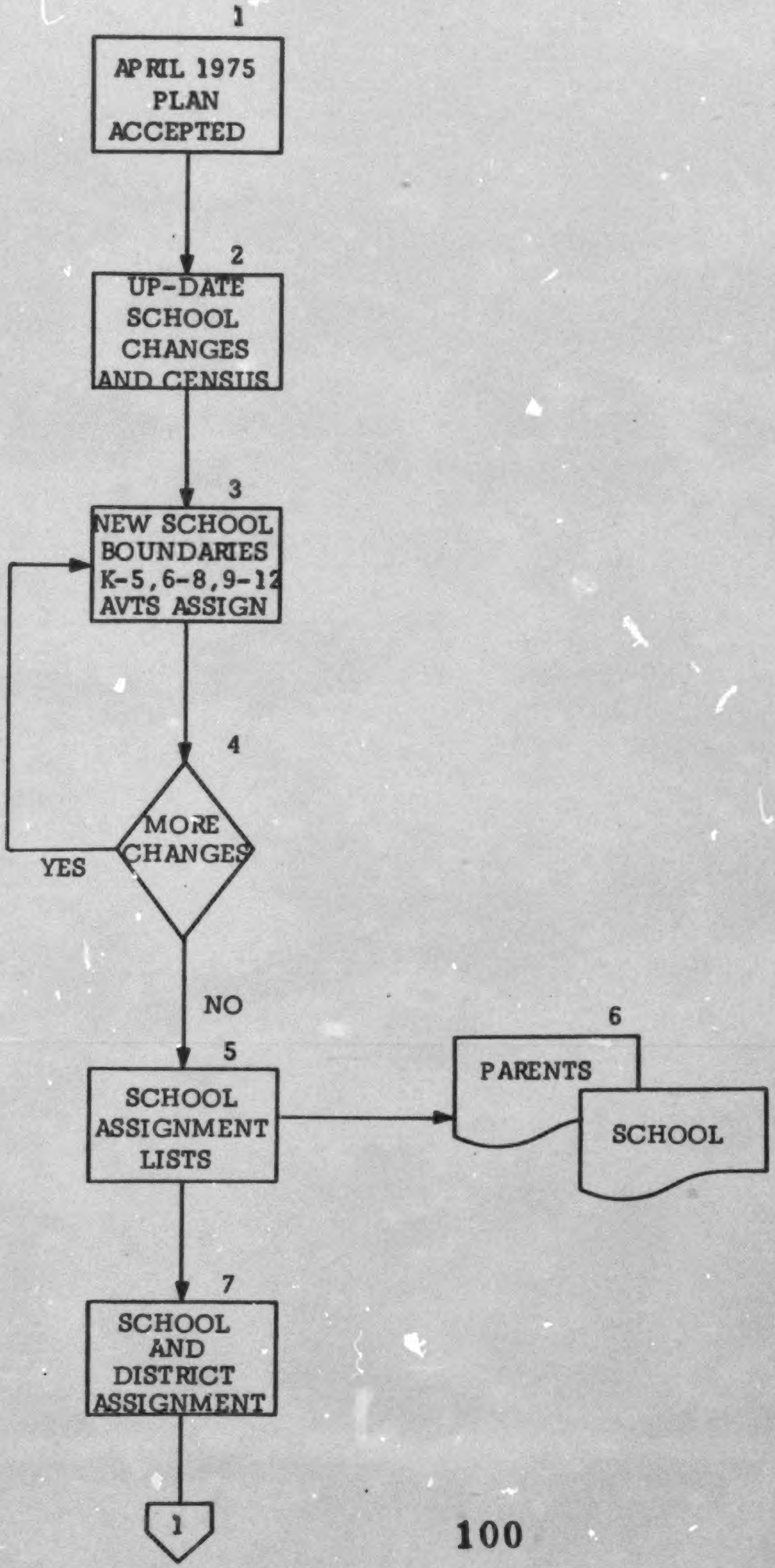
1
APRIL 1975
PLAN
ACCEPTED
2
UP-DATE
SCHOOL
CHANGES
AND CENSUS
3
NEW SCHOOL
BOUNDARIES
K-5,6-8,9-12
AVTS ASSIGN
4
MORE
CHANGES
YES
NO
5
SCHOOL
ASSIGNMENT
LISTS
6
PARENTS
SCHOOL
7
SCHOOL
AND
DISTRICT
ASSIGNMENT
1

Figure 1

FLOW CHART/PUPIL UP-DATE

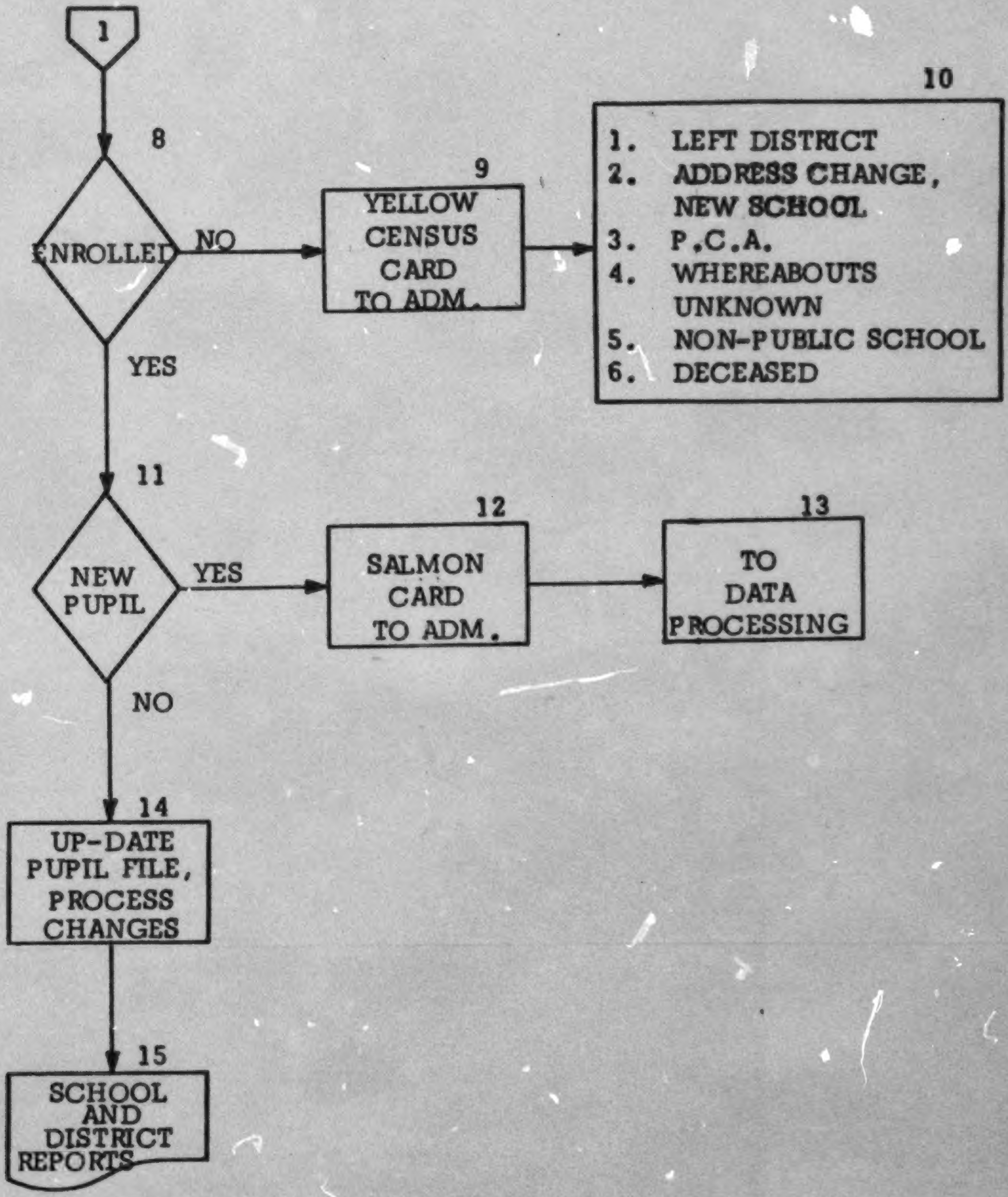
1
8
ENROLLED
NO
9
YELLOW CENSUS CARD TO ADM.
10
1. LEFT DISTRICT
2. ADDRESS CHANGE, NEW SCHOOL
3. P.C.A.
4. WHEREABOUTS UNKNOWN
5. NON-PUBLIC SCHOOL
6. DECEASED
YES
11
NEW PUPIL
YES
12
SALMON CARD TO ADM.
13
TO DATA PROCESSING
NO
14
UP-DATE PUPIL FILE, PROCESS CHANGES
15
SCHOOL AND DISTRICT REPORTS

Figure 1 (cont.)

Task 4. More changes.

This task involved the precise validation of all school attendance areas. Expended and satellite school attendance areas were verified.

Task 5. School Assignment Lists

Although school changes occur daily the interim waiting period for task 4 placed the district's pupil data file in its most current and up to date posture. Notification letters to the parents of pupils reassigned were prepared by the data services department.

Task 6. Parent Letters Mailed

Task 7. District/School pupil assignment

Census cards are pre-printed and distributed to all the city's public and non-public schools. The yellow census card form #73-CO2 is used. During a 7 day adjustment period, from the opening of school, the pupil membership is validated. Pupils who report and for whom a yellow pre-printed census card is available are placed on the school's active roll. Cards for pupils who fail to appear are returned to the district's data services department for investigation. Probable causes for failure to report are: the family left the district, the child moved and attends another public school in the district, the child attends a district non-public school, the child's whereabouts is unknown, the child is deceased.

Task 8 New Pupils

A student who reports to a school and for whom there is not a pre-printed yellow census card is a new pupil. The school prepares a salmon card #75-C06 for all new pupils, the child is entered on the schools active role. The salmon card is sent to the data services department for processing. The salmon cards represent several situations: district public school pupils assigned to school A, but report to school B because of an attendance area address change; district non-public school pupils assigned to a non-public school, but now enroll at their attendance area public school; students new to the district.

Task 9. Up-date/process changes.

The yellow census cards, and salmon census cards are sorted:

Yellow cards

1. Students assigned to school A but reported to B.
2. Students who left the district.
3. Students whose whereabouts are unknown.
4. Deceased students.
5. Students past compulsory age.

Salmon cards

Salmon cards are used to report new pupils who report to a school and are placed on the school's active roll. These cases are:

1. District students assigned to public school A but reported to public school B.
2. District students assigned to a non-public school but report to a district public school.
3. District students assigned to a public school but report to a non-public school.
4. Students new to the district.

Processing changes

1. School changes: students are retained on the active roll, school changes are processed.
2. Students who left the district: these students are placed on the inactive file.
3. Students past compulsory age: These students are placed on the inactive roll.
4. Students deceased: these students are deleted.
5. New students: these students are placed on the district/school inactive roll.

Task 10 All changes processed. The pupil data file is validated for any missing data element i.e. date of birth, school number, home room assignment, race, grade.

District/school enumeration reports are prepared and distributed.

TABLE 1

ELEMENTARY GR. (1-5) ENROLLMENT
WITHOUT SPECIAL EDUCATION

October 1975

SCHOOL	GR.	W	B/O	TOTAL	% B/O
BURNS	K-4	107	30	162	18.5
BURTON	K-4	249	193	442	45.9
CLEVELAND	K-5	264	63	327	15.9
COLUMBUS	K-5	159	41	200	19.2
CONNELL	K-5	409	62	471	13.1
DIEHL	K-5	197	138	335	41.1
EDISON	K-5	160	84	244	34.4
EMERSON	K-5	337	71	408	17.4
GLENWOOD	K-5	234	68	302	22.5
HAMILTON	K-5	236	44	280	15.7
HARDING	K-5	249	62	311	19.9
IRVING	K-5	258	42	300	14.2
JEFFERSON	K-5	303	91	394	23.1
JONES	K-5	125	20	145	13.8
LINCOLN	K-5	284	82	366	22.3
McKINLEY	K-5	190	61	251	24.3
PENN	K-5	187	47	234	20.0
PERRY	K-5	271	45	316	14.2
WASHINGTON	K-5	116	20	136	14.7
WAYNE	K-5	151	55	206	26.7
TOTAL		4488	1322	5835	22.65

TABLE 2
ELEMENTARY (K-5) ENROLLMENT
WITHOUT SPECIAL EDUCATION
October 1975

SCHOOL	GR.	W	B/O	TOTAL	% B/O
BURNS	K-4	140	55	196	36.3
BURTON	K-4	298	253	551	45.9
CLEVELAND	K-5	391	74	465	15.9
COLUMBUS	K-5	197	47	244	19.3
CONNELL	K-5	545	65	610	10.6
DIEHL	K-5	264	165	429	38.5
EDISON	K-5	247	126	373	33.8
EMERSON	K-5	435	84	519	16.2
GLENWOOD	K-5	234	68	302	22.5
HAMILTON	K-5	299	44	343	12.8
HARDING	K-5	310	77	387	19.9
IRVING	K-5	333	45	378	11.9
JEFFERSON	K-5	408	96	504	19.0
JONES	K-5	178	46	224	20.5
LINCOLN	K-5	358	84	442	19.0
McKINLEY	K-5	224	73	297	24.8
PENN	K-5	242	55	297	18.5
PERRY	K-5	361	45	406	11.1
WASHINGTON	K-5	159	65	224	29.0
WAYNE	K-5	151	55	206	26.7
TOTAL		5774	1623	7397	21.9

TABLE 3

MIDDLE SCHOOLS GR. (6-7-8)

WITHOUT SPECIAL EDUCATION

October 1975

MIDDLE SCHOOLS	GR	W	B/O	TOTAL	% B/O
EAST JR	7-8	268	48	316	15.2
GRIDLEY	6-8	407	119	526	22.6
MEMORIAL	6-8	624	113	737	15.3
ROOSEVELT	6-8	534	175	709	24.6
WILSON	6-8	670	163	833	19.6
WAYNE	6	173	58	231	25.1
TOTAL	6-8	2676	676	3352	20.16

TABLE 3A

GRADES (9-12)

WITHOUT SPECIAL EDUCATION

SR. HIGH SCHOOLS	9-12	W	B/O	TOTAL	% B/O
ACADEMY	9-12	741	246	987	24.5
EAST	9-12	736	256	992	25.8
STRONG VINCENT	9-12	1105	168	1273	13.2
TOTAL	9-12	2582	670	3552	20.6
AVTS (9-12)					
TECH-X	9-12	1263	71	1334	5.4
TECH-Y	9-12	1259	79	1338	5.9
TOTAL AVTS	9-12	2522	150	2672	5.61

TABLE 4

ELEMENTARY (K-5) ENROLLMENT WITH SPECIAL EDUCATION

October 1975

SCHOOL	GR.	W	B/O	TOTAL
BURNS	K-4	141	55	196
BURTON	K-4	305	261	566
CLEVELAND	K-5	433	99	532
COLUMBUS	K-5	217	47	263
CONNELL	K-5	556	68	624
DIEHL	K-5	264	165	429
EDISON	K-5	306	140	446
EMERSON	K-5	435	84	519
GLENWOOD	K-5	234	68	302
HAMILTON	K-5	299	44	343
HARDING	K-5	323	89	412
IRVING	K-5	339	45	384
JEFFERSON	K-5	418	101	519
JONES	K-5	178	46	224
LINCOLN	K-5	363	86	449
McKINLEY	K-5	224	73	297
PENN	K-5	242	55	297
PERRY	K-5	375	50	425
WASHINGTON	K-5	159	65	224
WAYNE	K-5	171	64	235
TOTAL		5981	1706	7687

TABLE 5

MIDDLE SCHOOLS GR. (6-7-8) ENROLLMENT

WITH SPECIAL EDUCATION

October 1975

SCHOOL	GR.	W	B/O	TOTAL	% B/O
EAST JR.	7–8	268	48	316	15.2
GRIDLEY	6–8	407	119	526	22.6
MEMORIAL	6–8	681	145	826	17.5
ROOSEVELT	6–8	549	186	735	25.3
WILSON	6–8	697	175	872	20.1
WAYNE	6	173	58	231	25.1
TOTAL	6–8	2775	731	3506	20.8

TABLE 5A

SENIOR HIGH SCHOOLS GR. (9–12)

WITH SPECIAL EDUCATION

SR. HIGH SCHOOL	GR.	W	B/O	TOTAL	% B/O
ACADEMY	9–12	767	289	1056	27.3
EAST	9–12	748	260	1008	25.8
STRONG VINCENT	9–12	1117	168	1285	13.1
TOTAL		2632	717	3349	21.4

AREA VOCATIONAL TECHNICAL SCHOOL

AVTS	9–12	W	B/O	TOTAL	% B/O
TECH-X		1326	95	1421	6.7
TECH-Y		1303	97	1400	6.9
TOTAL AVTS		2629	192	2821	6.8

TABLE 6

OCTOBER 1975 DISTRICT TOTALS

GRADES	W	B/O	TOTAL	B/O %
ELEMENTARY (1-5)	4488	1322	5830	22.65
MIDDLE (6-8)	2503	618	3121	19.80
SENIOR HIGH (9-12)	2582	670	3552	18.9
A.V.T.S (9-12)	2522	150	2672	5.61
TOTAL	12095	2760	15715	17.56

According to table 6 the minority pupil population excluding Kindergarten pupils and special education pupils represents 17.56% of the total school district pupil population.

TABLE 7

OCTOBER 1975 DISTRICT TOTALS
ALL PUPILS INCLUDING KINDERGARTEN
AND
SPECIAL EDUCATION

GRADES	W	B/O	TOTAL	B/O %
ELEMENTARY (K-5)	5981	1706	7687	22.2
MIDDLE (6-8)	2775	731	3506	20.8
SR. HIGH (9-12)	2632	717	3349	21.4
A.V.T.S (9-12)	2629	192	2821	6.8
SPECIAL SCHOOLS	78	13		
TOTAL	14095	3359	17454	19.2

Table 7 indicates the total pupil population, as of October 1, 1975, the total minority population represents 19.2% of the total pupil population.

Proposed vs. actual enrollment[8]

	W	B/O	TOTAL
Proposed	5057	1392	6449
Actual	4486	1344	5830

TABLE 8

PROPOSED vs ACTUAL ENROLLMENT

GRADES (1-5) ONLY

	W	B/O	TOTAL	% B/O
PROPOSED	4896	1349	6245	21.6
ACTUAL	4488	1322	5810	22.6
VARIATION	-408	-27	-435	

The variation in actual pupil enrollment as presented in table 8 indicates a net district out migration of 435 pupils which includes 408 white pupils and 27 minority pupils. The grade out migration of these pupils, presented as table 9, indicates that the white pupil out migration was greater at grade two and three where 142 and 106 pupils for those respective grades did not return to their assigned schools. This total out migration for grades two and three distributed among the districts' 20 elementary schools averages 7 pupils. This out migration was not sufficiently concentrated to cause any elementary school to fall out of racial balance. It is not anticipated that this out migration would continue into the second year.

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[8] Sala, op. cit., Final Plan, Maxi I, Vol. IV., p. 82.

TABLE 9
PROPOSED vs ACTUAL ENROLLMENT
GRADES (1-5)
October 1975

GRADE	Proposed		Actual		Variation	
	W	B/O	W	B/O	W	B/O
1	1053	271	1000	291	- 53	+20
2	1045	275	903	266	-142	- 9
3	935	283	829	278	-106	- 5
4	958	240	912	216	- 46	-24
5	905	280	844	257	- 61	-23
TOTAL	4896	1349	4488	1322	-408	-27

Racial band analysis

The Racial band deviation, calculated according to the PHRC formula, permits a minority pupil deviation of 30% in either direction calculated for all pupils in a given grade span. All the schools (1-5) of a given grade span are used to establish:

1. The total minority pupils of the given grade span.
2. The total pupils, minority and majority for the given grade span.

Formula:

D = RACIAL BAND DEVIATION

T = TOTAL PUPILS FOR THE GRADE SPAN

M = TOTAL MINORITY PUPILS FOR A GIVEN GRADE SPAN.

$D = \pm [M \times (0.30)]$

The Court in its May 1972 consent decree permitted an additional 2% deviation added to this measure. Accordingly, the district's racial band deviation is expressed as:

$D = \pm ([M \times (0.30)] + 2)$

The racial band:

The racial band for any school falling within the described organizational grade span is determined accordingly:

low point = Grade Span Minority % − Grade Span Deviation

high point = Grade Span Minority % + Grade Span Deviation

Thus a racially balanced school is described as having its total minority population falling between the lower point and high point of the racial band.

Racial band calculations.

Proposed plan enrollment

The court established a projected minority racial band of 12.9% to 29.1% for all schools of grade span (1-5). The Court, and the PHRC arrived at this racial band using grade (1-5) 1974 statistics.

Implementation of the plan would require all (1-5) schools to have a minority racial enrollment between 12.9% and 29.1%.

Actual plan enrollment

The actual (1-5) minority enrollment October 1, 1975 was 22.6%. The racial band deviation according to the actual enrollment is:

$$D_A = \pm \left\{ [(22.6) \times (0.30)] + 2 \right\} = \pm\ 8.8$$

Giving a low point of 13.1% and a high point of 31.4%.

Table 10 indicates that only Burton, Diehl and Edison elementary schools have student minority population outside (above) the Court agreed racial band of 12.9% to 29.1%, this variation will be discussed later. The reader should also know that the actual elementary school racial band calculation, calculated according to the October 1, 1975 pupil statistics, indicates that the grade (1-5) racial band would lie between 13.1% and 31.4%. Table 10 displays the school distribution within this racial band.

TABLE 10

ELEMENTARY SCHOOL RACIAL BAND GROUPING

GRADE (1-5)

OCTOBER 1975

RACIAL BAND WIDTH				
Below 13.1	13.1 to 31.4		Above 31.4	
	BURNS	21.9	BURTON	45.9
CONNELL	CLEVELAND	15.9	DIEHL	41.4
	COLUMBUS	19.2	EDISON	34.4
	EMERSON	17.4		
	GLENWOOD	22.5		
	HAMILTON	15.7		
	HARDING	19.9		
	IRVING	14.2		
	JEFFERSON	23.1		
	JONES	13.8		
	LINCOLN	22.3		
	McKINLEY	24.3		
	PENN	20.0		
	PERRY	14.2		
	WASHINGTON	14.7		
	WAYNE	26.7		

2. Middle Schools

Middle school	W	B/O	Total	%B/O
Gr. (6-8) Enrollment	2503	618	3121	19.8

Middle school racial band:

$$\text{DEVIATION} = \pm \left([(19.8) \times 0.30] + 2 \right)$$
$$= \pm \quad 7.94$$

lower point = 11.86%

upper point = 27.74%

TABLE 11

MIDDLE SCHOOL RACIAL BAND SPREAD

Below 11.86%	11.86% to 27.74%	Above 27.74%
NONE	East (7-8)....... 15.2% Gridley .... 22.6% Memorial .... 15.3% Roosevelt .... 24.6% Wayne .... 25.1% Wilson 19.6%	NONE

3. Senior High Schools

The senior high school racial band is calculated only for the Academic attendance area high schools - Academy, East and Strong Vincent. The AVTS schools (Tech - X and Tech - Y) have a city wide enrollment, and as such are not calculated in the grade (9-12) racial band analysis.

3.1 Senior High School Enrollment October 1975.

School	W	B/O	Total	B/O%
Academy	741	246	987	24.5
East	736	256	992	25.8
Strong Vincent	1105	168	1273	13.2
Total	2582	670	3252	20.6

3.2 Racial Band Deviation

$$D = \pm \left\{ (20.6) \times (0.30) + 2 \right\} = 8.18$$

low point = 12.42

high point = 28.18

TABLE 12

3.3 Senior High School Racial Band Spread

GR. (9–12) October 1, 1975 ENROLLMENT

Below 12.4%	12.4% to 28.2%	Above 28.3%
NONE	Academy........ 24.5% East .... 25.8% Strong Vincent.. 13.2%	NONE

TABLE 13

PROPOSED vs ACTUAL MINORITY

ELEMENTARY SCHOOLS (1-5)

SCHOOL	PROPOSED %	ACTUAL%	DEVIATION %
BURNS	21.6	21.9	+0.3
BURTON	51.8	45.9	-5.9
CLEVELAND	13.1	15.9	+2.8
COLUMBUS	18.8	19.2	+0.4
CONNELL	13.3	13.1	-0.2
DIEHL	32.4	41.4	+8.7
EDISON	24.0	34.4	+10.4
EMERSON	19.4	17.4	-2.0
GLENWOOD	21.2	22.5	+1.3
HAMILTON	18.1	15.7	-2.4
HARDING	15.6	19.9	+4.3
IRVING	13.5	14.2	+0.7
JEFFERSON	26.9	23.1	-3.8
JONES	16.1	13.8	-2.3
LINCOLN	21.5	22.3	+0.8
McKINLEY	25.1	24.3	-0.8
PENN	17.5	20.0	2.5
PERRY	13.1	14.2	1.1
WASHINGTON	17.4	14.7	-2.7
WAYNE	21.1	26.7	5.6
DISTRICT	21.6	22.65	1.05

4. Discussion of Racial Band Variations

4.1 Elementary schools -

Three elementary schools Burton, Diehl, and Edison had for the 1975-76 school year a minority population outside the permissible racial band for elementary schools having a grade span (1-5).

--- Burton school --- 51.8%

The Court permitted a variance in bringing Burton school into racial balance with September 1977.

--- Edison --- The plan, as proposed, projected Edison to have a minority (black) pupil population of 24%. However, the deviation for Edison was caused by the Court's reassigning of 75 Wayne area pupils; 73 white and 2 black to Burton school. In complying with the wishes of the Court Edison became a black segregated school, however this action improved the racial composition of Burton school to 45.9% from a proposed 51.8%.

--- Diehl School

Diehl school projected to house a minority pupil population of 32.4%, was not racially balanced as ordered by the Court. The school district proposed to racially balance Diehl by use of the Parental

Voluntary transfer plan.[9] However the voluntary transfer of pupils was not sufficiently large to overcome the influx of minority children to newly renovated public housing.

--- Small deviations which had no effect on the elementary school racial balance.

BURNS	(+0.3)	LINCOLN	(+0.8)
CLEVELAND	(+2.8)	McKINLEY	(-0.8)
COLUMBUS	(+0.4)	PENN	(+2.5)
EMERSON	(-2.0)	PERRY	(+1.1)
GLENWOOD	(+1.3)	WASHINGTON	(-2.7)
HAMILTON	(-2.4)	WAYNE	(+5.6)
IRVING	(0.7)		
JEFFERSON	(-3.8)		
JONES	(-2.3)		

4.2 Middle Schools

No racial band variations.

4.3 Senior High Schools

No racial band variations.

---

[9] Sala, op. cit., Maxi I, vol. III. p. 1-40.

ENROLLMEN
ELEMENTA

SCHOOL	GR.	K			1			2			3		
		W	B	T	W	B	T	W	B	T	W	B	T
BURNS	K-4	33	25	58	38	10	48	25	7	32	13	7	20
BURTON	K-4	49	60	109	77	45	122	69	52	121	44	48	92
CLEVELAND	K-5	127	11	138	56	11	67	55	8	63	60	10	70
COLUMBUS	K-5	38	6	44	36	6	42	24	11	35	34	6	40
CONNELL	K-5	136	6	142	96	7	103	70	9	79	84	6	90
DIEHL	K-5	67	27	94	50	31	81	41	34	75	36	23	59
EDISON	K-5	87	42	129	35	27	62	41	18	59	23	17	40
EMERSON	K-5	98	13	111	76	13	89	72	11	83	57	21	78
GLENWOOD	K-5	90	0	90	48	13	61	45	13	58	45	14	59
HAMILTON	K-5	63	0	63	53	30	83	56	13	69	38	1	39
HARDING	K-5	61	15	76	49	9	58	54	9	63	53	22	75
IRVING	K-5	75	3	78	41	7	48	47	7	54	44	5	49
JEFFERSON	K-5	105	5	110	66	21	87	69	17	86	63	21	84
JONES	K-5	53	26	79	27	3	30	31	3	34	15	6	21
LINCOLN	K-5	72	2	74	67	23	90	56	17	73	60	18	78
MCKINLEY	K-5	34	12	46	51	13	64	34	14	48	30	12	42
PENN	K-5	55	8	63	47	16	63	44	16	60	27	4	31
PERRY	K-5	90	0	90	59	1	60	46	3	49	51	28	79
WASHINGTON	K-5	43	45	88	28	5	33	24	4	28	12	3	15
WAYNE	3-5										40	6	46
TOTAL		1376	306	1682	1000	291	1291	903	266	1169	829	278	1107

*Includes 14 others Bi-Lingual Hispannic not at grade level.

BLE 14

OCTOBER 1, 1975
(K-5) SCHOOLS

	4			5			SP. ED.			TOTAL (1-5)			%	TOTAL ALL		
	B	T	W	B	T	W	B	T	W	B	T.	B/O	W	B	T
1	6	37				1	0	1	107	30	162	21.9	141	55	196
9	48	107				7	8	15	249	193	442	45.9	305	261	566
7	3	50	46	17	63	42	25	67	264	*63	327	15.9	433	*99	532
7	6	43	28	12	40	19	0	19	159	41	200	19.2	216	47	263
5	6	71	94	35	129	11	3	14	409	63	472	13.1	556	69	625
3	24	62	32	26	58	0	0	0	197	138	335	41.1	264	165	429
2	15	47	29	7	36	59	14	73	160	84	244	34.4	306	140	446
9	13	82	63	13	76	0	0	0	337	71	408	17.4	435	84	519
4	11	65	42	17	59	0	0	0	234	68	302	22.5	234	68	302
8	0	48	41	0	41	0	0	0	236	44	280	15.7	299	44	343
2	10	52	51	12	63	13	12	25	249	62	311	19.9	323	89	412
2	4	56	74	19	93	6	0	6	258	42	300	14.2	339	45	384
5	14	70	49	18	67	10	5	15	303	91	394	23.1	418	101	519
3	5	38	19	5	24	0	0	0	125	22	147	13.8	178	46	224
4	11	65	49	13	62	5	2	7	286	82	368	22.3	363	86	449
8	9	47	37	13	50	0	0	0	190	61	251	24.3	224	73	297
4	5	39	35	6	41	0	0	0	187	47	234	20.0	242	55	297
0	13	73	55	0	55	14	5	19	271	45	316	14.2	375	50	425
1	5	26	31	3	34	0	0	0	116	20	136	14.7	159	65	224
2	8	50	69	41	110	20	9	29	151	55	206	26.7	171	64	235
2	216	1128	844	257	1101	207	83	290	4488	1322	5835	22.65	5981	1706	7687

EN

	6			7			8			Sp. Ed.		
	W	B	T	W	B	T	W	B	T	W	B	T
EAST				123	27	150	145	21	166			
GRIDLEY	136	49	185	139	37	176	132	33	165	0	0	0
MEMORIAL	183	36	219	213	39	252	228	38	266	57	32	89
ROOSEVELT	199	68	267	154	73	227	181	34	215	15	11	26
WAYNE	173	58	231									
WILSON	180	47	227	232	59	291	258	57	315	27	12	39
TOTAL	1871	258	1129	861	235	1096	944	183	1127	99	55	154

TABLE 14A

ROLLMENT OCTOBER 1, 1975
MIDDLE SCHOOLS

TOTAL (6-8)			B	TOTAL ALL		
W	B	T	%	W	B	T
268	48	316	15.2	268	48	316
407	119	526	22.6	407	119	526
624	113	737	15.3	681	145	826
534	175	709	24.6	549	186	735
173	58	231		173	58	231
670	163	833	19.6	697	175	872
2676	676	3352	20.1	2775	731	3506

TA

ENROLLMENT

SENIOR HIGH

	9			10			11			12		
	W	B/O	T	W	B/O	T	W	B/O	T	W	B/O	T
ACADEMY	171	80	251	201	70	271	164	51	215	205	45	250
EAST	222	113	335	196	74	270	166	42	208	152	27	179
STRONG VINCENT	268	64	332	306	43	349	233	33	266	298	28	326
TECH-X (GREEN)	346	28	374	291	10	301	316	14	330	310	19	329
TECH-Y (WHITE)	323	18	341	359	28	387	289	17	306	288	16	304
TOTAL	1330	303	1633	1353	225	1578	1168	157	1325	1253	135	1388
OTHERS												
BARBER SATELLITE												
ERIE INFANTS SATELLITE												
HAMOT MENTAL HEALTH SATELLITE												
NEW DIRECTION												
HOME BOUND												
TOTAL OTHERS												
TOTAL ELEMENTARY												
TOTAL MIDDLE												
TOTAL SENIOR HIGH												
TOTAL OTHERS												
GRAND TOTAL	1330	303	1633	1353	225	1578	1168	157	1325	1253	135	1388

4B

ER 1, 1975
OLS (9-12)

95.1

d.		TOTAL (9-12)			%	TOTAL ALL		
	T	W	B/O	T	B/O	W	B/O	T
3	69	741	246	987	24.5	767	289	1056
4	16	736	256	992	25.8	748	260	1008
0	12	1105	168	1273	13.2	1117	168	1285
4	87	1263	71	1334	5.4	1326	95	1421
3	62	1259	79	1338	5.9	1303	97	1400
9	246	5104	820	5924	13.84	5261	909	6170
5	36					31	5	36
2	19					17	2	19
3	16					13	3	16
3	13					10	3	13
0	7					7	0	7
3	91					78	13	91
3	290	4486	1344	5830	23.05	5981	1730	7711
6	154	2503	618	3121	19.8	2775	731	3506
9	246	5104	820	5924	13.84	5261	909	6170
3	91					78	13	91
0	781	12093	2782	14875	18.70	14095	3383	17478

E
S

	9			10			11			12	
	W	B/O	T	W	B/O	T	W	B/O	T	W	B/O
ACADEMY	171	80	251	201	70	271	164	51	215	205	4
EAST	222	113	335	196	74	270	166	42	208	152	2
STRONG VINCENT	268	64	332	306	43	349	233	33	266	298	2
TECH-X (GREEN)	346	28	374	291	10	301	316	14	330	310	1
TECH-Y (WHITE)	323	18	341	359	28	387	289	17	306	288	1
TOTAL	1330	303	1633	1353	225	1578	1168	157	1325	1253	13
OTHERS											
BARBER SATELLITE											
ERIE INFANTS SATELLITE											
HAMOT MENTAL HEALTH SATELLITE											
NEW DIRECTION											
HOME BOUND											
TOTAL OTHERS											
TOTAL ELEMENTARY											
TOTAL MIDDLE											
TOTAL SENIOR HIGH											
TOTAL OTHERS											
GRAND TOTAL	1330	303	1633	1353	225	1578	1168	157	1325	1253	1

95.2

TABLE 14B

MENT OCTOBER 1, 1975

HIGH SCHOOLS (9-12)

	Sp. Ed.			TOTAL (9-12)			%	TOTAL ALL		
	W	B/O	T	W	B/O	T	B/O	W	B/O	T
0	26	43	69	741	246	987	24.5	767	289	1056
9	12	4	16	736	256	992	25.8	748	260	1008
6	12	0	12	1105	168	1273	13.2	1117	168	1285
9	63	24	87	1263	71	1334	5.4	1326	95	1421
04	44	18	62	1259	79	1338	5.9	1303	97	1400
8	157	89	246	5104	820	5924	13.84	5261	909	6170
	31	5	36					31	5	36
	17	2	19					17	2	19
	13	3	16					13	3	16
	10	3	13					10	3	13
	7	0	7					7	0	7
	78	13	91					78	13	91
	207	83	290	4486	1344	5830	23.05	5981	1730	7711
	99	55	154	2503	618	3121	19.8	2775	731	3506
	157	89	246	5104	820	5924	13.84	5261	909	6170
	78	13	91					78	13	91
8	541	240	781	12093	2782	14875	18.70	14095	3383	17478

1. Elementary and Secondary Education Act (ESEA Title I).

The implementation of the plan would have a significant effect on the identification of target area schools and qualified disadvantaged children eligible for E.S.E.A. Title I educational programs. This writer prepared city wide statistics for both public and non-public school children. Statistics prepared included:

1.1 Public school enrollment for each public school attendance area.

1.2 The non-public school enrollment for each non-public school.

1.3 The assignment of all pupils, public and non-public, to their attendance area public school. This would indicate the impact of non-public school children to public schools.

1.4 The identification by school and tract and block of all disadvantaged children.

1.5 The distribution of all non-public school children to their attendance area public school.

The completed statistics presented as section 3, Maxi II, appendix, were prepared by this writer and the data services staff. A tract and block locator scattergram displaying the location of children according to grade span: elementary (K-5), Middle (6-8), and senior high also was prepared. The statistics, scattergram maps and lists of ESEA Title I eligible students provided the required and necessary information to the E.S.E.A. Title I program planners, and funding for the 1975-76 school year was approved.

2. Emergency School Aid Act (E.S.A.A.)

Upon the Court's acceptance of the District Final Plan to desegregate its elementary schools this writer and Dr. Dalhart T. Dobbs, Manager, Teacher Aide Programs met to discuss the preparation of a proposal for the Emergency School Aid Act (E.S.A.A.). The ESAA program funded by the Office of Health, Education and Welfare is intended to aid school districts to integrate. The purpose of ESAA is designed at:

1. Meeting the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools.
2. Eliminating, reducing, or preventing minority group isolation in elementary or secondary schools with substantial portions of minority group students.
3. Aiding school children in overcoming the educational disadvantages of minority group isolation.

The district's goals for this program are:

1. To increase the reading levels of students who require remediation.
2. To counsel children who may be experiencing adjustment problems in their new school environment.
3. To provide multi-cultural experiences which will contribute to increase student's understanding of each others background.

The proposal required extensive data services related to the students' achievement test scores as measured by the January 1975 standardized tests.

This practicum writer, and the data services staff, in a three week period involving some 200 man hours of computer terminal time, re-coded, using a computer terminal linked to the district's computer center, test scores for all pupils who would be beneficiaries of the ESSA project.

The services provided:

1. Code on pre-printed profile sheets by pupil identification number and race.
2. Data entry of the pupils score for each such test. All scores were entered via computer terminal to the district's computer center.

3. Process pupil records and merge with the district's master test record. Create a new test record file for the ESAA special project.
4. Modify the statistical package program to process the E.S.A.A. special project scores accordingly:
    - 4.1 School/grade - Mean Score, Median Score, frequency distribution.
        - .1 All students
        - .2 Majority students (White).
        - .3 Minority students (Black/Others)
    - 4.2 Combined scores for students who would be affected by the E.S.A.A. Proposal. Mean Score, Median Score, and frequency distribution.
        - .1 All E.S.A.A. project students.
        - .2 All E.S.A.A. project majority students.
        - .3 All E.S.A.A. project minority students.
    - 4.3 The ESAA test score summaries are presented as appendix section 3.

On June 30, 1975 the Erie School District received an Emergency School Assistance Act grant in the amount of $472,000. This was made possible by the test score statistics which supported the program needs. During the period August 19 thru August 22, 1975 this writer participated in a three day E.S.A.A. orientation and planning seminar held at Pittsburgh, Pennsylvania.

3. Notification Letters

Notification letters to parents whose children have been reassigned under the plan are very important to the smoothness and public acceptance of the plan. The implementation represented a major shift in policy and the interest generated within the community could lead inevitably to confusing rumors. This affirmative action, parent notification, is positive action, notifying each parent the current school status of his child. To dispel any rumors or misunderstandings wherever possible, the school of attendance the past year and the school to be attended under the plan are specified. Each family receives notification concerning their child well in advance of opening day.

This writer and the data services staff had the responsibility for this complex assignment. School assignment lists were extracted from the district's computer file, validated against the corresponding proposed attendance area, and separated according to those pupils who would be walkers to the new school assignment or would require transportation to the new school assignment.

This writer has been assured by school principals, PTA school presidents, and parents of the value they placed in this important aspect of public information. Further the parents were directed to additional sources for additional concerns relative to the new school assignment.

NOTIFICATION LETTERS

Letter #1	Closure of the Model Middle School
Letter #2	Movement of grade 6 from the elementary schools to middle schools.
Letter #3	Reassignment of students as walkers to their new school assignment.
Letter #4	Reassignment of students who require transportation.
Letter #5	Grade 6 - Burton and Diehl to Wayne.
Letter #6	Marshall Area children.
Letter #7	Wayne area grade 1 and 2 to Burton.
Letter #8	Grade 5 - Burton area to Wayne.
Letter #9	Grade 5 - Burton area to Connell.
Letter #10	Grade 5 - Burns area to Irving.
Letter #11	Kindergarten pupils.

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GERALDINE ZURN

PHONE 814-453-3661

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LeFAIVER
SECRETARY

April 28, 1975

Dear Parents:

The Model Middle School, located at the St. Joseph Orphanage site, has served well its purpose as a demonstration model for redesigning the District's Junior High Schools. Since its inception four years ago, the Model Middle School has provided the inspiration for developing new learning programs and initiating innovative teaching strategies. Not only have all of our Junior High School Staffs learned from the worthy efforts of the Model, but your children too have derived many educational benefits from its dedicated staff.

Now its role is completed. Consistent with the Erie School District's Long Range Plan, the Model Middle School will be phased out at the end of this school year. Programs begun and refined at the Model are in-place and by this September will be operational in all of our Junior High Schools which henceforth will be known as Middle Schools.

With the closing of the Model Middle School, however, comes the need to reassign those students presently in grades five, six, and seven. This will be accomplished with the least educational disruption and slightest inconvenience by returning all students to their regular neighborhood attendance areas. For example, if you reside in the Memorial Junior High School attendance area, your child will attend Memorial Middle School this September.

This District is, nevertheless, mindful that some parents might prefer to have their children complete their Middle School grades at a site geographically nearer to the Model Middle School. For that reason, parents may choose to have their children attend Gridley Middle School located at West Sixth and Liberty Streets. This option will remain in effect until May 5, 1975 and should be exercised by returning the accompanying enrollment card.

I must caution parents so inclined, however, that Gridley Middle School will be undergoing extensive renovations throughout the 1975-76 school year, and enrollment must be restricted to facilitate construction. Furthermore, parents should recognize that there are bound to be some unavoidable distractions resulting from on-site building activities. Regardless, the choice is yours to make.

In closing, I extend my thanks to you for your past cooperation. Without your willingness to share in efforts of the Model Middle School, our schools today would be less able to accept the challenges of tomorrow.

Sincerely yours

Richard R. Hilinski
Superintendent of Schools

RRH/vg

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GERALDINE ZURN

PHONE 814-453-3661

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LEFAIVER
SECRETARY

July 10, 1975

TO THE PARENT OF:

DEAR PARENT OR GUARDIAN:

CONSISTENT WITH THE ERIE SCHOOL DISTRICT'S LONG RANGE PLAN, THE SIXTH GRADE IS BEING MOVED FROM THE ELEMENTARY BUILDINGS INTO OUR EXISTING MIDDLE SCHOOLS. YOUR CHILD, ______________________________, HAS RECENTLY COMPLETED FIFTH GRADE AT ______________________________ SCHOOL AND IS REASSIGNED TO ______________________________ SCHOOL FOR SIXTH GRADE.

THE MIDDLE SCHOOLS WILL HOUSE GRADES 6-7-8 FOR SEPTEMBER, 1975 AND SHOULD PROVIDE NEW LEARNING PROGRAMS AND INNOVATIVE TEACHING STRATEGIES FOR ALL THE MIDDLE SCHOOL CHILDREN. THIS MOVE WILL RESULT IN A SOUND EDUCATIONAL OPPORTUNITY FOR YOUR CHILD AND SHOULD PROMOTE CONTINUED ACADEMIC GROWTH AND DEVELOPMENT.

SHOULD YOU HAVE ANY QUESTIONS REGARDING THIS MATTER PLEASE FEEL FREE TO CALL THE PRINCIPAL OF THE NEW SCHOOL ASSIGNMENT ANYTIME AFTER AUGUST 18, 1975, TELEPHONE 453-3661.

SINCERELY,

SUPERINTENDENT OF SCHOOLS

105.0

DIRECTORS
JOHN [illegible]. PEACRE, D.P.M.
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THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LEFAIVER
SECRETARY

July 10, 1975

To the Parent of:

Dear Parent or Guardian:

Please be informed that your child ________________________, who has been attending ____________________ School, will be reassigned to ____________________ School, effective September 1975.

The transfer of your child has been necessitated by a recent Commonwealth Court Decision requiring that all Erie Public Schools be racially integrated by this September.

As you are doubtlessly aware, the School District of the City of Erie has been involved in lengthy litigation with the Pennsylvania Human Relations Commission and the Commonwealth Court over charges of racial segregation in the Erie Schools.

As long ago as 1969, the District was cited by the PHRC for racial imbalances in our schools. In May 1972, the District entered into a Consent Decree which in effect stated that all Erie Public Schools would be racially balanced by September 1974.

The District responded to the PHRC's concerns and to the Court Order by submitting two separate plans for remedying the situation. In February 1974, the District submitted the 4-4-4 Plan which was rejected for its failure to balance all schools. In May 1974, the District submitted the Parental Freedom of Choice Plan which, likewise, was rejected since it too failed to establish racially balanced schools.

Finally, in March of this year, having exhausted all legal remedies, the District submitted a new plan which was amended by the Court and ordered to be implemented for September 1975. It must be understood that the Erie School District had no choice but to comply with the Court Order or be held in contempt and suffer the penalties for such noncompliance. Understandably, the District was unwilling to violate the law.

The District begs your indulgence for whatever inconvenience or disruption the reassignment of your child may cause you. We earnestly enlist your cooperation for an effective transition this September. Please be assured that we will make every effort possible for maintaining the quality and continuity of your child's education.

This reassignment of your child will require transportation which will be provided by the School District at no cost to you. Details concerning transportation will be communicated to you at a later date.

Should you have any question relative to this matter, please call the Principal of the new school assignment anytime after August 18, 1975, Telephone 453-3661.

Sincerely yours

Richard R. Hilinski
Superintendent of Schools

RRH/vg

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GERALDINE ZURN

PHONE [illegible]

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LEFAIVER
SECRETARY

July 10, 1975

To the Parent of:

Dear Parent or Guardian:

Please be informed that your child ______________________, who has been attending ____________________ School, will be reassigned to ______________________ School, effective September 1975.

The transfer of your child has been necessitated by a recent Commonwealth Court Decision requiring that all Erie Public Schools be racially integrated by this September.

As you are doubtlessly aware, the School District of the City of Erie has been involved in lengthy litigation with the Pennsylvania Human Relations Commission and the Commonwealth Court over charges of racial segregation in the Erie Schools.

As long ago as 1969, the District was cited by the PHRC for racial imbalances in our schools. In May 1972, the District entered into a Consent Decree which in effect stated that all Erie Public Schools would be racially balanced by September 1974.

The District responded to the PHRC's concerns and to the Court Order by submitting two separate plans for remedying the situation. In February 1974, the District submitted the 4-4-4 Plan which was rejected for its failure to balance all schools. In May 1974, the District submitted the Parental Freedom of Choice Plan which, likewise, was rejected since it too failed to establish racially balanced schools.

Finally, in March of this year, having exhausted all legal remedies, the District submitted a new plan which was amended by the Court and ordered to be implemented for September 1975. It must be understood that the Erie School District had no choice but to comply with the Court Order or be held in contempt and suffer the penalties for such noncompliance. Understandably, the District was unwilling to violate the law.

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GERALDINE ZURN

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LEFAIVER
SECRETARY

August 22, 1975

To the Parents/Guardian of

Dear Parent or Guardian:

Please be informed that your child ______________________________ has been assigned to attend ____________________School, effective September 2, 1975.

The district will continue to provide transportation according to the schedule below.

GRADE 6 - BURTON & DIEHL AREA TO WAYNE

Students living in Burton Area (West of McCain Avenue and South of Buffalo Road) will be picked up at Burton School at 8:10 A. M. (Parking Lot on South side of School)

Students living in Diehl Area (East of McCain Avenue and South of Buffalo Road) will be picked up at Diehl School (North Side) at 8:10 A. M.

Students arrive at Wayne between 8:20-8:25 A. M.

Students will be returned at the same stops between 2:45 and 2:50 P. M.

Please be assured that we will make every effort possible for maintaining the quality and continuity of your child's education as well as all precautions for his safety.

Should you have any questions please call the Principal of your child's school.

Sincerely,

Richard R. Hilinski
Superintendent of Schools

DIRECTORS
JOHN C. HARKINS
PRESIDENT
JOHN N. PETRUS, D.P.M.
VICE PRESIDENT
EDMOND T. GIOVANNELLI
MARY M. LAMARY
LEONARD L. LoCASTRO, JR.
DONALD A. LUNDEEN
ANTHONY E. NARDUCCI, M.D.
EDWARD J. SPARAGA
GERALDINE ZURN

PHONE 814-453-3661

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LeFAIVER
SECRETARY

August 22, 1975

Dear Parent or Guardian:

Please be informed that your child ____________________ has been assigned to attend ________________________ School, effective September 2, 1975.

The School District will continue to provide transportation to the Marshall Area according to the schedule below:

MARSHALL AREA - TO CLEVELAND, HAMILTON, PERRY AND JONES
(KINDERGARTEN)

Students will be picked up at Marshall School (234 East 12) at 8:00 A.M.

Students will arrive at their assigned school between 8:20 and 8:30 A.M.
Kindergarten students will be returned to Marshall at approximately 11:40 A.M.
Students will be returned to Marshall school at approximately 2:50 P.M.

Bus aides will be on duty to assist children in boarding the bus.

Please be assured that we will make every effort possilbe to maintain the quality and continuity of your child's education as well as all precautions for his safety.

Should you have any questions please call the Principal of your child's school.

Sincerely,

Richard R. Hilinski
Superintendent of Schools

DIRECTORS
ONALD A. LUNDEEN
PRESIDENT
AMES D. MITCHELL
VICE PRESIDENT
DMOND T. GIOVANNELLI
OHN C. HARKINS
OHN D. HOLTER
ARY M. LAMARY
OHN N. PETRUS, D.P.M.
OHN A. REWERS, D.P.M.
ERALDINE ZURN

PHONE 814-453-3661

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LeFAIVER
SECRETARY

August 22, 1975

Dear Parent or Guardian:

Please be informed that your child ______________________________ has been assigned to attend __________________________ School, effective September 2, 1975.

This assignment of your child will require transportation which will be provided by the district according to the schedule below.

WAYNE AREA GRADE 1 AND 2 TO BURTON

Students living north of East Lake Road will be picked up at 3rd and Pennsylvania Avenue at 8:05 A.M. on the South East Corner and at 3rd and Hess Avenue at 8:08 A.M. on the Southwest Corner.

Students living South of East Lake Road will be picked up at 8th and Hess Avenue at 8:05 A.M. on the Northwest Corner and at 10th and Pennsylvania Avenue at 8:08 A.M. on the Northeast Corner.

Students will arrive at 8:20-8:25 at Burton School.

Students will be returned at the same stops between 2:45 P.M. and 2:50 P.M.

Please be assured that we will make every effort possible for maintaining the quality and continuity of your child's education as well as all precautions for his safety.

Should you have any questions please call the Principal of your child's school.

Sincerely,

Richard R. Hilinski

DIRECTORS
DONALD A. LUNDEEN
PRESIDENT
JAMES D. MITCHELL
VICE PRESIDENT
EDMOND T. GIOVANNELLI
JOHN C. HARKINS
JOHN D. HOLTER
MARY M. LAMARY
JOHN N. PETRUS, D.P.M.
JOHN A. REWERS, D.P.M.
GERALDINE ZURN

PHONE 814-453-3661

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LEFAIVER
SECRETARY

August 21, 1975

Dear Parent or Guardian:

Please be informed that your child ______________________________ has been assigned to attend ______________________ School, effective September 2, 1975.

The district will continue to provide transportation according to the schedule below.

GRADE 5 - BURTON AREA TO WAYNE

Students living North of Buffalo Road will be picked up at 19th and Whitley at 8:05 A. M.

Students living South of Buffalo Road will be picked up at Fairmont and Pear Streets - Northwest Corner at 8:08 A. M.

Students will arrive at 8:20-8:25 A. M. at Wayne School.
Students will be returned at the same stops between 2:45 and 2:50 P. M.
Please be assured that we will make every effort possible for maintaining the quality and continuity of your child's education as well as all precautions for his safety.

Should you have any questions please call the Principal of your child's school.

Sincerely,

Richard R. Hilinski
Superintendent of Schools

DIRECTORS
DONALD A. LUNDEEN
PRESIDENT
JAMES D. MITCHELL
VICE PRESIDENT
EDMOND T. GIOVANNELLI
JOHN C. HARKINS
JOHN D. HOLTER
MARY M. LAMARY
JOHN H. PETRUS, D.P.M.
JOHN A. REWERS, D.P.M.
GERALDINE ZURN

PHONE 814-453-3661

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LEFAIVER
SECRETARY

August 22, 1975

Dear Parent or Guardian:

Please be informed that your child ______________________________ has been assigned to attend _________________________ School, effective September 2, 1975.

This assignment of your child will require transportation which will be provided by the district according to the schedule below.

GRADE 5 - BURTON AREA TO CONNELL

Students living North of Buffalo Road will be picked up at the Southwest corner of 18th and Thompson at 8:05 A. M.

Students living South of Buffalo Road will be picked up at the Southeast Corner of Glendale and Cameron at 8:10 A. M.

Students will arrive at 8:20-8:25 at Connell School

Students will be returned at the same stops between 2:45 and 2:50 P. M.

Please be assured that we will make every effort possible for maintaining the quality and continuity of your child's education as well as all precautions for his safety.

Should you have any questions please call the Principal of your child's school.

Sincerely,

Richard R. Hilinski
Superintendent of Schools

DIRECTORS
DONALD A. LUNDEEN
PRESIDENT
JAMES D. MITCHELL
VICE PRESIDENT
EDMOND T. GIOVANNELLI
JOHN C. HARKINS
JOHN D. HOLTER
MARY M. LAMARY
JOHN N. PETRUS, D.P.M.
JOHN A. REWERS, D.P.M.
GERALDINE ZURN

PHONE 814-453-3661

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LEFAIVER
SECRETARY

August 22, 1975

To the Parents/Guardian of

Dear Parent or Guardian:

Please be informed that your child ________________________________ has been assigned to attend _______________________ School, effective September 2, 1975.

This assignment of your child will require transportation which will be provided by the district according to the schedule below.

GRADE 5 - BURNS AREA TO IRVING

Students living in Burns School area will be picked up at Burns School (Front of Building) at 8:08 A.M.

Students will arrive at Irving at 8:20-8:25 A.M.

Students will be returned between 2:45 and 2:50 P.M. at Burns School.

Please be assured that we will make every effort possible for maintaining the quality and continuity of your child's education as well as all precautions for his safety.

Should you have any questions please call the Principal of your child's school.

Sincerely,

Richard R. Hilinski
Superintendent of Schools

DIRECTORS
DONALD A. LUNDEEN
PRESIDENT
AMES D. MITCHELL
VICE PRESIDENT
EDMOND T. GIOVANNELLI
JOHN C. HARKINS
JOHN D. HOLTER
MARY M. LAMARY
JOHN N. PETRUS, D.P.M.
JOHN A. REWERS, D.P.M.
GERALDINE ZURN

PHONE 814 [illegible]

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LEFAIVER
SECRETARY

July 28, 1975

Dear Parent or Guardian:

Please be informed that your child ______________________________, who has enrolled for Kindergarten for the coming school year, is assigned to ____________________ School, effective September, 1975.

The assignment of your child meets the requirements of the recent Commonwealth Court Decision affecting the Erie School District and will not require transportation as this school is within walking distance of your home.

Should you have any question relative to this matter, please call the Principal of the assigned school anytime after August 18, 1975, Telephone 453-3661.

Sincerely yours,

R R Hilinski

Richard R. Hilinski
Superintendent of Schools

4. Transportation

The plan approved by the Court while involving the transportation of students did not exceed the practical limits for students travel time or the economically reasonalbe limits on the number of students requiring transportation. The plan produced a substantial decrease in the district's elementary racial imbalance without massive busing. The assignment assumptions[10] were conceptionalized so that the pupils would be assigned to school so as to maximize walking and to minimize the transportation required, but with the objective of contributing to school desegregation.

Data Collection

The collecting and processing of data required by the transportation was a major effort. This writer and the data services staff prepared the following data:

... Scattergram:

Scattergram locator maps of all pupils to be transported in each area.

... Pupil Transportation lists

Identification lists of all pupils to be transported with previous school and the new school assignment.

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[10] Sala, op. cit., Maxi I, Vol. IV. p. 27.

... Notification Letters

Preparation and mailing of notification letters to parents whose children require transportation.

... Transportation Maps

Tract and block maps for all elementary schools coded to show contiguous walking distance to each school. These maps delineate boundaries (blocks one and one half miles) which require transportation.

... Transportation pupil reports

Report containing the name and address of each pupil to be picked up at each stop.

The plan to be implemented proposed transportation for 345 pupils, 14 majority (white) and 204 minority (black) however, the Courts decision to assign 75 Wayne grade 1 and 2 pupils from Edison to Burton required additional transportation.

The actual pupils transported were vary close to the number proposed by the plan. Initial survey estimates, population mobility, and new pupils, to the district will introduce errors in any transportation proposal. The results may be interesting as an indication of the value and reliability of the data base structure and the file maintenance procedures which daily monitor and effectuate pupil membership changes.

TABLE 15

PUPILS TRANSPORTED/IMPLEMENTED PLAN

PRESENTLY TRANSPORTED

TO/FROM Re - Assignment	PROPOSED W	PROPOSED B/O	PROPOSED Total	ACTUAL W	ACTUAL B/O	ACTUAL Total
Cleveland from Marshall Gr. 5	3	16	19	2	17	19
Cleveland from Wayne (Bi-Lingual)	0	12	12	0	14	14
Perry from Marshall Gr. 3-4	24	39	63	22	38	60
Hamilton from Marshall Gr. (1-2)	17	40	57	14	36	50
Jones from Marshall	9	24	33	7	25	32
Connell from Burton (1/2 Gr. 5)	32	40	72	27	31	58
Wayne from Burton (1/2 Gr. 5)	32	17	49	30	15	45
TOTAL PRESENTLY TRANSPORTED	117	188	305	102	176	278
ADDITIONAL TRANSPORTATION						
Irving from Burns Gr. 5	24	16	40	22	15	37
Burton from Wayne Gr. 1-2	73	2	75	52	7	59
TOTAL TRANSPORTED	214	206	420	176	198	374
UNDER PLAN	214	206	420	176	198	374

The reader should know that the additional transportation which was required to the plan was only 96 pupils, these are:

Irving to Burns —— 37 pupils

Burton to Wayne —— 59 pupils

Although the plan actually transported 374 students (Table 15) 278 pupils would have required transportation under the previous school year plan. Thus the desegregation plan was effectuated with only an increase of 96 pupils transported.

The results may be interesting as an indication of the desegregation alternatives using a walking limit of one and one-half miles. The slight discrepancies displayed by Table 15 between the actual and proposed transportation statistics were not significant to the effectiveness of the plan.

EVALUATION:

ACHIEVEMENT

EQA GOAL I, IV

TEACHER QUESTIONNAIRE

Evaluation of pupil achievement and attitudes.

Purpose of the evaluation:

The purpose of this evaluation is to determine the affects, if any, of the integration plan on the:

... Academic achievement of elementary students.

... Attitudes of 5th grade students in interest in school and learning.

... Growth in self-esteem of 5th grade students.

The importance of this component of the implementation activities lies in its two fold possibility for utilization:

... as an aid to future planning.

... as an evaluation for the ESAA program. The data conclusions can provide a basis for the evaluation of the current plan which may guide decisions concerning the development, continuation, and/or revision of the current program.

This writer, at the request of the Coordinator of the [redacted] district's ESAA program, undertook the responsibility of coordinating the conceptionalization, design, and implementation of this important evaluation.

Perhaps the most encompassing and controversial issues involving widespread feelings and divergent attitudes and opinions which test our democratic ideals, understanding, and attitudes, have grown from efforts to desegregate public schools. Coleman expresses this concern, stating:

> An education in an integrated school can be expected to have major effects on attitudes toward members of other racial groups. At its best, it can develop attitudes appropriate to the integrated society these students will live in; at its worst, it can create hostile camps of Negroes and whites in the same school. Thus there is more to "school integration" than merely putting Negroes and whites in the same building, and there may be more important consequences of integration than its effect on achievement.[11]

Crow and Crow state that during the elementary grades the child becomes more independent and establishes definite attitudes toward himself and others as well as toward situations and conditions. By the time of adolescence, the child has developed both desirable and undesirable attitudes. Usually without realizing it the child will assimilate and reflect the likes and dislikes as well as the views and beliefs of those with whom he most closely associates.[12]

In considering the academic achievement of Negro pupils, Rose reported:

> Whatever the causes may be, we face a situation in which the average Negro pupil is soon far behind the average white pupil in the ability to handle academic work. He may be at much the same level at the age of three; by twelve he is likely to be two or more years behind in reading and in arithmetic. The gap grows wider with each

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[11] James S. Coleman, Equality of Educational Opportunity (Washington: U.S. Goverment Printing Office, 1966), p. 28.

[12] Lester D. Crow and Alice Crow, Child Development and Adjustment (New York: The MacMillian Co., 1962), pp 340-43.

successful school year. By the time the Negro pupil enters high school, if not long before he is often incapable of dealing with academic subjects and the cry goes up that he is being given a "watered-down" curriculum or is being shunted off to a Vocational School. With poor school accomplishment and an often unstable home situation, problems of discipline arise, dropouts become a normal patterns and the familiar cycle of lack of education, unemployment and disadvantage begins.[13]

A study designed to determine the effects of integration upon the academics of both Negro and white children in Washington, D.C. was conducted by Hansen. There was some difficulty in gathering pre-integration data because prior to integration each of the two school divisions, Negro and white, had its own department of research. The divisions used different tests administered at different times and they were not always administered at the same grade levels. Hansen, in attempting to make some comparisons showed that before integration the academic achievement for Negro students was inferior to that of the white children. After integration Hansen found that the total group including both Negro and white students improved in academic achievement.[14]

Stallings, in a study to determine the effects of integration on academic achievement in the Louisville, Kentucky schools, made a series of comparisons between achievement scores of pupils prior to integration at grades two, six, and eight with the scores of pupils similarly enrolled after integration. The number of pupils in this study was large with some 16,000 white at various grade levels and 5,000 Negroes enrolled in grades two, six, and eight. Achievement scores were obtained from the California Reading Test, at the second grade level; the Stanford Achievement Tests and Intermediate Partial Battery at the sixth grade level; and the coordinated scales of attainment at the eighth grade level.

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[13] Arnold Rose, DeFacto School Segregation (New York: The National Conference of Christians and Jews, 1964), pp. 7-8.

[14] Carl F. Hansen, "The Scholastic Performance of Negro and White Pupils in the Integrated Public Schools of the District of Columbia," Harvard Educational Review, (Summer, 1960). 216-230.

The findings were that white students gained significantly whether they were in schools with a high percentage of Negroes or only a few Negro pupils and that the gains made by Negro pupils were even greater than those made by whites at all levels.[15]

Conceptualizing the Design

This practicum writer, Dr. M. E. Carney, Director - Learner Services, and consultants Dr. Peggy Stank and Mr. Frank Reardon, Pennsylvania Department of Education, Division of Research, developed the design of the study of student growth.

Since the district currently administers achievement tests to elementary students grades (2-5) and since the district participated in the statewide Educational Quality Assessment administered to all grade 5 pupils in March 1974, the evaluation of growth would focus on:

1. Achievement growth

The base line data for measuring and comparing achievement growth will be provided by the January 1975 elementary standardized test program. The Stanford Achievement Test series will be the basis for both the pre-test (January 1975) and the post-test (May 1976). Pupil growth will be assessed over a 14 month period using population commonalities and similar tests.

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[15] Frank H. Stallings, " A Study of the Immediate Effects of Integration on Scholastic Achievement in the Louisville Public Schools," The Journal of Negro Education, XXII (Fall, 1959) pp. 439-442.

2. Attitudinal growth

The base line data for these studies in this study will be provided by the Educational Quality Assessment (EQA) results. The Educational Quality Assessment procedure is used by the Department of Education to evaluate the effectiveness of the educational programs for all commonwealth school districts based uopn the Ten Goals of Quality Education adopted by the State Board of Education.

The Pennsylvania Goals of Quality Education are:

Quality Education Should:

Goal I. Help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.

Goal II. Help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.

Goal III. Help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.

Goal IV. Help every child acquire a positive attitude toward the learning process.

Goal V. Help every child acquire the habits and attitudes associated with responsible citenship.

Goal VI. Help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well-being.

Goal VII. Give every child opportunity and encouragement to be creative in one or more fields of endeavor.

Goal VIII. Help every child understand the opportunities open to him or her to prepare for productive life and help each child to take full advantage of these opportunities.

Goal IX. Help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences, and the humanities and the arts.

Goal X. Help every child to prepare for a world of rapid change and unforseeable demands in which continuing education through adult life should be normal expectation.

The ten goals are listed in order to provide the reader some insight as to the selection of Goal I, II, and IV for the measure of student growth. The reader should also be aware of local citizenry, both individually and as groups, who oppose the Educational Quality Assessment procedures. Locally the EQA rebellion has some substance. However in designing this growth study the group concurred with the selection of Goal I, II, and IV. The findings could be significant at the local level, and equally important to Educational Quality Assessment Division. At the planning conference held in Harrisburg, both Ms. Jean Brooker, PDE Education Specialist, Office of Civil Rights, and Mr. Richard Minyard, PHRC Education Specialist, were optimistically exhuberant with the proposed plan. The administration in granting tentative agreement to the proposal specified that:

1. All parents whose children would be the target population of the study would be appraised of the study and further the parent (s) could request his/her child be excused from the test.
2. Meetings would be scheduled with the PTA presidents of each school, NAACP representatives and the ESAA bi-racial committee to discuss all phases of the evaluation and circulate for inspection the EQA scales to be administered.

Objectives of the evaluation:

The specific objectives of the evaluation are:

1. To compare the achievement of pupils who formerly attended Longfellow and Garfield in the new school setting.
2. To compare the achievement of all grade (2-5) elementary pupils for the two test periods January, 1975 and May, 1976.
3. To compare the growth of grade 5 students in Self-esteem as measured by the Educational Quality Assessment, Goal I, Self Esteem.
4. To compare the growth of grade 5 students in interest in school and learning as measured by the Educational Quality Assessment, Goal IV, Interest in School and Learning.

Instrumentation:

1. Achievement:

   The Stanford Achievement test battery was administered as a pre-test in January, 1975. The post-test, May, 1975, will be the Stanford Achievement test battery appropriate for each grade level.

2. Self Esteem:

   The Educational Quality Assessment Scale, Goal I, Self Esteem.

Number of items: 48

2.1 Sub-scales - 5

- .1 general self confidence
- .2 control of environment
- .3 relationship with others
- .4 self-image in school
- .5 embedded home climate

2.2 Goal I Self-Esteem

Quality education should help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.

.1 It is widely held that self-understanding is significantly associated with personal satisfaction and effective functioning. How students view their adequacies and inadequacies, their values and desires, can strongly influence their performance in school. No matter what the level and pattern of students' talents, the school experience should strengthen, not damage, their self-esteem. School should operate so that children of all talent levels can appreciate their worth as persons in a society that claims to be equally concerned for all its members.

.2 Measurement Rationale

Self-esteem is a personal judgment of worthiness. It is a subjective experience which the individual conveys to others verbally or by other behavior. Most theories acknowledge that our self-image and feelings of worthiness are determined largely by how well we can live up to our own aspirations and meet expectations of others.

Aspirations become closely associated with personal goal-setting behavior originating in our internalized system of values.

Expectations are external in nature and are related to goals set collectively by society or by significant individuals.

in our lives. Assessment in this area is based on four components believed to be related to the development of positive self-esteem. The first has to do with locus of control-whether one views personal success as dependent upon one's own efforts or external influences.

Externally controlled individuals will tend to be more dependent on others and more willing to ride with the tide, accepting docilely things which happen to them. Internal individuals will more actively attempt to control self-destiny.

The second related concept is self-confidence-the feeling of self-worth and the belief that one is capable of handling things successfully. Those who lack self-confidence are often characterized as being timid, cautious, submissive individuals who feel inadequate, fearful, inferior and expect to be unsuccessful in dealing with new situations.

The third component is image in school settings. Those having favorable self-images are likely to experience subjective success with schoolwork, feel that they are favorably viewed and understood by teachers and enjoy class participation. The final dimension considers how students feel about the quality of their relationships with others. Individuals who have difficulty in interpersonal relations will tend to believe that others have little confidence in or low regard for them.

.3 General Scale Description

The self-esteem scale is comprised of 40 short, self-description statements. Sixteen are positively worded-describing the students in a favorable light and 24 are negatively worded-characterizing the student in a negative vein.

Sample positively worded item:

I'm easy to get along with.

Sample negatively worded item:

Things are all mixed up in my life.

Response options available to the students are 1) very true of me, 2) mostly true of me, 3) mostly untrue of me and 4) very untrue of me. The items within the scale are grouped to yield four subscale scores in addition to the total scale score.

Subscale 1: Self-confidence contains 10 items measuring feelings of success, self-determination, attractiveness and self-worth. Sample item: I'm pretty sure of myself.

Subscale 2: Feelings of control over environment contains 10 items tapping belief that success in school and work depend on effort, not luck.

Sample Item: My getting good grades in school depends more on how the teacher feels about me than on how well I can do my work.

Subscale 3: Relationships with others

contains 10 items assessing the student's perceived ease in making and keeping friends and the student's feelings of acceptance by others.

Sample item: I often feel picked on by other kids.

Subscale 4: Self-image in school comprises 10 items designed to measure feelings of success in school work, class recitation and teacher relationships.

Sample item: In class, I often feel 'put down' by teachers.

3. Interest in School and Learning:

The Educational Quality Assessment Scale, Goal IV, Interest in School and Learning.

3.1 Sub-scales - 2

.1 attitude toward school

.2 school climate

3.2 Goal IV Interest in School and Learning

Quality education should help every child acquire a positive attitude toward the learning process.

.1 Goal Rationale

The school represents perhaps the most powerful single force in determining a person's overall attitude toward learning. The climate and learning atmosphere in the school, the educational experiences the school provides and the quality of the personal interactions it fosters between student and educator all shape the students' life-long attitudes toward learning.

The school experience should be such that students find the learning activities associated with it enjoyable and rewarding to the point that they are motivated to do well and to continue learning on their own initiative beyond the requirements of formal education. Everything possible should be done to ensure that the attitude of the teacher, the atmosphere of the school, and the school's physical condition contribute toward this end so that the individual—both as a child and later as adult—will hold education high among his or her values.

.2 Measurement Rationale

The schools that pupils attend influence both their present attitudes toward learning and their attitudes toward learning throughout their lives.

The instrument used to measure this goal includes not only items concerned with present school attitudes but also items concerned with learning in general. Since pupils' attitudes toward school are a function of both their attitudes toward learning and their attitudes toward the school environment, both these areas are measured.

.3 General Scale Description

The interest in school and learning scale includes 28 items, all of which are stated as questions. Pupils are asked how they feel about their schoolwork, about their school and their teachers and about learning in general. The response options available to the pupil are: 1) very happy, 2) a little happy, 3) a little unhappy, 4) very unhappy.

The items within the scale are grouped into three subscales.

Subscale 1: Attitude toward learning contains 18 items measuring pupil attitudes toward learning in school and toward school subjects. Sample item: How do you feel when you learn new things in school?

Subscale 2: School climate contains 10

items measuring pupil attitudes toward their schools environment and toward their teachers and principals. Sample item: How do you feel on days when you are in school?

Design:

The evaluation design was a cooperative effort of the School District's Learner Services Department, and the Pennsylvania Department of Education, Division of Research. This practicum writer; Dr. M. E. Carney, Director, Department of Learner Services, Erie School District; Dr. Peggy Stank, and Mr. Frank Reardon, Research Associates, Pennsylvania Department of Education, Division of Research prepared the evaluation design.

A simple pre-test/post-test technique will be used to evaluate achievement growth. Students were originally tested in January, 1975. The achievement post-test will be administered in May, 1976. The January, 1975 testing was done as part of the school district's normal testing program. The X goal Educational Quality Assessment Battery was administered to all of the district's grade 5 students in March, 1975. The Educational Quality assessment post-tests will measure attitudinal changes, if any, among the current grade 5 pupils. as measured by the Goal I and Goal IV tests. Post-testing for the E.Q.A. goals is scheduled for March, 1976. Administering both the pre-test and post-test at the same time of the year would avoid confounding by the fluctuation of student attitudes during a school year.

Since there would be no way of judging or comparing the student's attitudiral measures the data collected for the March, 1976 grade 5 population sample will be compared with the district's March, 1975 E.Q.A. state study. The 1975 district sample would b become, in effect, a norm group, to which the 1976 results will be compared.

This practicum writer obtained permission from the Pennsylvania Department of Education, Division of Educational Quality Assessment, to reproduce, administer, score, and process the Goal I and Goal IV tests. Initially, plans included Goal II, Understanding Others for the evaluation. However, since there was local opposition by some parent groups this test was eliminated from the study.

Scoring:

1. The items on each scale will be scored using a weighted scale. Scaling of the test items willl be according to the scale provided by E.Q.A.
2. Test responses:

   A test is eliminated if a student fails to answer 80% of the items on a test.

3. Missing test responses for a test:

Missing test items for a particular test are to be completed by the method of averaging. The average test score is calculated, this score becomes the score for the missing item (s). Accordingly:

3.1 calculation of missing score for a test item.

.1 average score = $\frac{\text{Sum of scores for items responded}}{\text{number of items responded}}$

4. Total test and sub-test scoring:

The items are scored using a weighted scale. Since for processing purposes a scale of 4-3-2-1 is used, while the actual weighted response scale is 3-2-1-0, each test item is adjusted according to the formula.

$$\text{Total Score} = \frac{\text{Sum of Responses} \times \text{Total Test Items} - 1}{\text{Items Responded}}$$

$$= \frac{(\sum R) \times N}{I_R} - 1$$

Data breakdown requirements:

1. Total school score using 1975-76 population scores:
    - 1.1 white students only
    - 1.2 black/others only
    - 1.3 all current pupils
2. Total school score using 1974-75 school population

[illegible]

2.1 The school score for the (74-75) population that remained to become part of the (75-76) population.

2.2 The school score for (74-75) school population that was moved to become part of the (75-76) school population.

3. Hypothetical schools:

Since the implementation of the desegregation plan called for the closure of two schools, Garfield and Longfellow, and re-assignment of other grade 5 students from their (74-75) schools to different (75-76) schools; then the comparison may show a change in attitudes of students who were at segregated or separate schools in 1975 and now are at integrated schools. To investigate these possible attitudinal changes students who live in these attendance areas and attend different schools will be assigned to the hypothetical schools i.e. Garfield and Longfellow.

3.1 Hypothetical Garfield:

Garfield area grade 5 students who were reassigned to Glenwood, Lincoln, Jefferson, McKinley, and Penn will form the population sample for hypothetical Garfield. Garfield area student responses, at their new schools, will be scored to provide a hypothetical school score for the old Garfield attendance area. This score on the E.Q.A. Goals I and IV will be compared with the March, 1974 Garfield, grade 5, E.Q.A. scores.

3.2 Hypothetical Longfellow:

Longfellow area grade 5 pupils who were assigned to Irving and Emerson will form the population sample for Hypothetical Longfellow. Longfellow area student responses at their new schools will be scored to provide a hypothetical school score for the old Longfellow attendance area. The scores on E.Q.A. Goals I and IV will be compared with the March, 1974 Longfellow, grade 5 E.Q.A. scores.

3.3 Hypothetical Burns:

Burns school formerly a (K-6) school becomes a (K-4) school under the plan, thus grade 5 pupils in the Burns area were reassigned to Irving and Emerson. The Burns area grade 5 pupils who were reassigned to Irving and

Emerson will form the population sample for this study. Burns area grade 5 student responses at their new schools will be scored to provide a hypothetical school score for the Burns area grade 5. This score on E.Q.A. Goals I and IV will be comprared with the March, 1974 Burns grade 5, E.Q.A. scores.

3.4 Hypothetical Burton:

Under the plan Burton area grade 5 students were assigned to Connell and Wayne Schools. Formerly all of these students were assigned to Wayne. The Burton area grade 5 students who were reassigned to Connell and Wayne will form the population sample for this study. Burton area grade 5 student responses at their new schools will be scored to provide a hypothetical school score for the Burton area grade 5. The hypothetical school scores for Goals I and IV will be compared with the March, 1974 Wayne and Connell school scores.

Evaluation of Achievement

The achievement evaluation will use the base line data obtained from the Stanford Achievement Tests which were administered to all grade (2-5) pupils in January 1975. A simple pre-test/

post-test technique will be used. The achievement tests were administered as part of the school district's normal testing program. The post-achievement tests will be administered to all grade (2-5) pupils in May 1976. The achievement levels of the inner city schools have always been a concern. A significant aim of the re-organization is to improve student performance on basic skills.

Remediation in the basic skill areas are provided students by schools participating in the Emergency School Aid Act (ESAA) and the Elementary and Secondary Education Act (ESEA) Schools.

Participating in these special projects may demonstrate higher individual student and/or school gains as measured on the post-achievement tests.

Dr. Peggy Stank and Mr. Frank Reardon proposed that a comparison of a pupil's performance be used for the study. A procedure for making these comparisons has been developed by Rapp and Haggart.[16] In comparing a student's performance with himself the slope of the learning curve is calculated. The technique used will be to determine the slope by dividing a student's attained grade equivalent on a test by the actual grade National Norm at the time of the test.

---

[16] Rapp, M.L. and Haggart, S.A. "Idiographic Analysis of Achievement Measures" Educational Technology, 1973, 13 (5) pp 23-26.

Participating Schools for the Study:

Burns
Burton
Cleveland
Columbus
Connell
Diehl
Edison
Emerson
Hamilton
Harding
Irving
Jones
Jefferson
Lincoln
McKinley
Penn
Perry
Washington
Wayne

Data analysis procedures:

1. Pre-test January 1975 Scores.

For each school and grade the mean score, variance, standard deviation, and median score.

These scores are available and will be processed at the district's computer center.

2. Predicted Score

The expected score for each pupil will be calculated using procedures previously cited. The expected score for each pupil will be calculated and from these predicted scores will be calculated for each school's grade and district grade: the mean score, variance, standard deviation, and median score will be extracted. Computer processing for the predicted gain and predicted growth will be under the supervision of this writer and the district's manager of data processing. Computer programs as required will be prepared by the district's computer staff.

3. Actual Scores

The post tests will provide the actual scores. Procedures for administering and scoring of the tests will be through the district's Learner Services Department. This writer will coordinate all activities related to the processing of the test scores, distribution of reports to district personnel, and coordinate the preparation of reports for consultants who will prepare the final reports.

Hypothetical schools

The court approved desegregation plan called for the closing of two schools: Garfield (a predominantly black school, 68% black) and Longfellow (a racially balanced school, 26% black). The pupil population of these schools was reassigned.

Garfield - Glenwood
Lincoln
Jefferson
McKinley

Longfellow-Burns
Emerson
Irving

1. How well has this student population achieved at their new school settings?
2. Is any resulting change in achievement significant?
3. Additional patterns noticed.

Population for study

The population for the hypothetical schools are:

Hypothetical Garfield

1. Glenwood
2. Lincoln
3. Jefferson
4. McKinley

Procedure:

1. Extract from the 5/76 Garfield population at Glenwood, Lincoln, Jefferson, McKinley, pupils who attended Garfield for 1974-75 school year.
2. Calculate expected grade equivalent score for this group by grade.
3. Calculate:
    - 3.1 Pre-test summaries 1/75
    - 3.2 Expected score summaries.
    - 3.3 Actual summaries 5/76.
4. Population studies
    - 4.1 All students at hypothetical schools.
    - 4.2 Black students at hypothetical schools.
    - 4.3 White students at hypothetical schools.

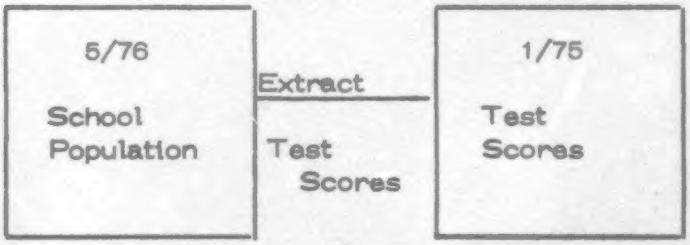
Hypothetical Longfellow

1. Extract the Longfellow 1974-75 population from Burns, Emerson, Irving, Hamilton.
2. Calculate the expected grade equivalent score for these groups by grade.

3. Calculate:
    3.1 Pre-test summaries.
    3.2 Expected score summaries
    3.3 Actual score summaries.
4. Population studies:
    4.1 All students at hypothetical schools.
    4.2 Black students at hypothetical schools.
    4.3 White students at hypothetical schools.

Valid Comparisons for the study:

1. The district's computer will be used to build a predicted growth expectancy table. Each May 1976 student having a matching January 1976 test score will be part of the expectancy table.



2. Criteria for invalid student records will be accordingly:
    2.1 a student at a 5/76 school with no matching 1/75 score.
    2.2 a student has a 1/75 score but does not have a matching 5/76 score.
    2.3 a student does not have either a 5/76 or a 1/75 score.

Scope of Services:

The evaluation will be divided into five identifiable areas:

1. Developing the plan
2. Implementing the plan
3. Conducting the evaluation
4. Analyzing and presenting the findings
5. Provide recommendations for achieving or modifying goals and objectives for ESAA project.

The Erie School District's Role:

Practicum writer:

1. Determine and prepare procedures for data collection for the project.
2. Prepare and distribute E.Q.A. Goal I and IV tests.
3. Monitor data collection process
4. Coordinate data services required for data entry and data retrival at the district's computer.
5. Plan and schedule evaluation activities with the district's computer personnel.
6. Compile and edit evaluation data.
7. Notification letters to parents.
8. Prepare all reports for distribution, submit required reports to consultants.
9. Disseminate final report.

10. Schedule all conferences, planning sessions, discussions with appropriate staff and consultants.
11. Provide necessary computer services programming.

Consultants:

1. Modify the evaluation plan if necessary.
2. Compile, analyze, and interpret data on achievement, and Goal I and Goal II.
3. Submit final report to the Erie School District.

TESTS FOR STUDENT GROWTH

GOAL I SELF ESTEEM

GOAL IV INTEREST IN SCHOOL AND LEARNING

SELF ESTEEM

GOAL I

THIS IS NOT A TEST

DO NOT WRITE YOUR NAME ON THIS PAPER.

COMPLETE THE INFORMATION BELOW.

1. NAME OF YOUR PRESENT SCHOOL ______________________________
2. NAME OF THE SCHOOL YOU ATTENDED LAST YEAR _______________

CHECK THE TERM THAT BEST DESCRIBES YOU.

3. ____ Black - include persons of African descent as well as those identified as Jamaican, Trinidadian or West Indian.

   ____ White - include persons of Indo-European descent including Pakistanian and East Indian.

   ____ American Indian - include persons who identify themselves or are known as such by virtue of tribal association.

   ____ Oriental (Asian American) - include persons of Japanese, Chinese, Korean or Filipino descent.

   ____ Puerto Rican (should include Spanish Surnamed) - include all persons of Mexican, Puerto Rican, Cuban, Latin American or Spanish descent.

DIRECTIONS:

BELOW ARE 48 THINGS THAT YOU MIGHT DO IN OR OUT OF SCHOOL. CHOOSE THE ANSWER WHICH BEST DESCRIBES HOW YOU FEEL WHEN YOU ARE DOING THE ACTIVITY. CIRCLE YOUR ANSWER. CIRCLE ONLY ONE ANSWER.

HOW DO YOU FEEL:

CIRCLE VT = VERY TRUE OF ME
CIRCLE MT = MOSTLY TRUE OF ME
CIRCLE MU = MOSTLY UNTRUE OF ME
CIRCLE VU = VERY UNTRUE OF ME

VT MT MU VU 1. I'M PRETTY SURE OF MYSELF.

VT MT MU VU 2. I'M EASY TO GET ALONG WITH.

VT MT MU VU 3. I AM OFTEN CALLED UPON BY THE TEACHER TO HELP OUT IN THE CLASSROOM.

VT MT MU VU 4. EVERY TIME I MAKE A PLAN TO DO SOMETHING, SOMETHING GOES WRONG.

VT MT MU VU 5. I'M PROUD OF MY SCHOOLWORK.

VT MT MU VU 6. I FEEL THAT KIDS MY OWN AGE LIKE ME.

VT MT MU VU 7. I'M MADE TO FEEL "NOT GOOD ENOUGH" BY MY TEACHER.

VT MT MU VU 8. I HAVE LOTS OF FUN WITH MY PARENTS.

VT MT MU VU 9. MY TEACHER DOESN'T LET ME TRY OUT MY IDEAS.

VT MT MU VU 10. I OFTEN WISH I WERE SOMEONE ELSE.

VT MT MU VU 11. I CAN'T SEEM TO DO ANYTHING RIGHT BY MYSELF.

VT MT MU VU 12. SOMEONE OFTEN HAS TO TELL ME WHAT TO DO.

VT MT MU VU 13. I FIND IT HARD TO GET ALONG WITH OTHERS.

VT MT MU VU 14. WHEN THINGS GO WRONG FOR ME, IT IS USUALLY SOMEONE ELSE'S FAULT.

VT MT MU VU 15. I OFTEN FEEL "PICKED ON" BY OTHER KIDS.

VT MT MU VU 16. I GET UPSET EASILY AT HOME.

VT MT MU VU 17. I DO NOT MAKE FRIENDS AS EASILY AS MOST OTHER PEOPLE.

VT MT MU VU 18. LUCK DECIDES MOST THINGS THAT HAPPEN TO ME.

VT MT MU VU 19. I FEEL THAT MY PARENTS LIKE TO KNOW HOW I THINK ABOUT THINGS.

VT MT MU VU 20. FOR ME TO PLAY A GOOD GAME, LUCK IS MORE IMPORTANT THAN TRYING TO DO MY BEST.

VT MT MU VU 21. IT'S PRETTY TOUGH TO BE ME.

VT MT MU VU 22. I LIKE TO BE CALLED ON IN CLASS.

VT MT MU VU 23. IF I WORK HARD, I CAN GET A GOOD JOB.

VT MT MU VU 24. IN CLASS I OFTEN FEEL "PUT DOWN" BY MY TEACHERS.

VT MT MU VU 25. I FIND IT HARD TO KEEP FRIENDS FOR VERY LONG.

VT MT MU VU 26. I FEEL THAT MY PARENTS UNDERSTAND ME.

VT MT MU VU 27. THINGS ARE ALL MIXED UP IN MY LIFE.

VT MT MU VU 28. I AM A LOT OF FUN TO BE WITH.

VT MT MU VU 29. I DO NOT LIKE MYSELF VERY MUCH.

VT MT MU VU 30. I FEEL THAT I DON'T HAVE MUCH CHANCE TO SUCCEED IN LIFE.

VT MT MU VU 31. I AM MADE TO FEEL VERY IMPORTANT BY THE KIDS IN MY CLASS.

VT MT MU VU 32. I OFTEN FEEL SAD IN SCHOOL.

VT MT MU VU 33. I OFTEN FEEL ASHAMED OF MYSELF.

VT MT MU VU 34. I OFTEN FEEL AS THOUGH MY PARENTS ARE PUSHING ME.

VT MT MU VU 35. I FEEL I'M NOT AS NICE LOOKING AS MOST PEOPLE.

VT MT MU VU 36. IF I WORK AT SOMETHING LONG ENOUGH, I WILL SUCCEED.

VT MT MU VU 37. MY TEACHERS MAKE ME FEEL THAT MY IDEAS ARE GOOD.

VT MT MU VU 38. THERE ARE MANY TIMES WHEN I'D LIKE TO LEAVE HOME.

VT MT MU VU 39. I AM ABLE TO DO MANY THINGS WELL.

VT MT MU VU 40. IF I WORK HARD, I WILL BE ABLE TO GO TO COLLEGE.

VT MT MU VU 41. MOST PEOPLE ARE BETTER LIKED THAN I AM.

VT MT MU VU 42. NO MATTER HOW HARD I WORK, IT IS ONLY LUCK WHEN I GET SOMETHING RIGHT.

VT MT MU VU 43. I DON'T GET MUCH ATTENTION AT HOME.

VT MT MU VU 44. I FEEL UNDERSTOOD BY MY TEACHERS.

VT MT MU VU 45. I SPEND A LOT OF TIME DAYDREAMING.

VT MT MU VU 46. I FEEL THAT MY PARENTS EXPECT TOO MUCH OF ME.

VT MT MU VU 47. THE KIDS IN MY CLASS MAKE ME FEEL THAT I AM GOOD AT DOING THINGS.

VT MT MU VU 48. I AM GOOD AT PICKING OUT THE RIGHT THINGS TO STUDY.

INTEREST IN SCHOOL AND LEARNING

GOAL IV

THIS IS NOT A TEST

DO NOT WRITE YOUR NAME ON THIS PAPER.

COMPLETE THE INFORMATION BELOW.

1. NAME OF YOUR PRESENT SCHOOL ______________________________

2. NAME OF THE SCHOOL YOU ATTENDED LAST YEAR _______________

CHECK THE TERM THAT BEST DESCRIBES YOU.

3. _____ Black - include persons of African descent as well as those identified as Jamaican, Trinidadian or West Indian.

   _____ White - include persons of Indo-European descent including Pakistanian and East Indian.

   _____ American Indian - include persons who identify themselves or are known as such by virtue of tribal association.

   _____ Oriental (Asian American) - include persons of Japanese, Chinese, Korean or Filipino descent.

   _____ Puerto Rican (should include Spanish Surnamed) - include all persons of Mexican, Puerto Rican, Cuban, Latin American or Spanish descent.

DIRECTIONS:

BELOW ARE 28 THINGS THAT YOU MIGHT DO IN OR OUT OF SCHOOL. CHOOSE THE ANSWER WHICH BEST DESCRIBES HOW YOU FEEL WHEN YOU ARE DOING THE ACTIVITY. CIRCLE YOUR ANSWER. CIRCLE ONLY ONE ANSWER.

HOW DO YOU FEEL:

CIRCLE A = VERY HAPPY
CIRCLE B = A LITTLE HAPPY
CIRCLE C = A LITTLE UNHAPPY
CIRCLE D = VERY UNHAPPY

A B C D 1. WHEN YOU THINK ABOUT YOUR SCHOOLWORK?

A B C D 2. ABOUT LEARNING SOMETHING BY READING A BOOK?

A B C D 3. WHEN YOU LEARN ARITHMETIC IN SCHOOL?

A B C D 4. ON DAYS WHEN YOU CAN'T GO TO SCHOOL?

A B C D 5. ABOUT HAVING TO REMEMBER SO MANY THINGS AT SCHOOL?

A B C D 6. WHEN YOU PLAY GAMES THAT MAKE YOU THINK?

A B C D 7. WHEN YOU LEARN ABOUT SCIENCE IN SCHOOL?

A B C D 8. WHEN YOU TALK TO YOUR PRINCIPAL?

A B C D 9. ABOUT TALKING WITH A FRIEND ABOUT THE THINGS YOU HAVE LEARNED IN SCHOOL?

A B C D 10. WHEN YOU WRITE STORIES IN SCHOOL?

A B C D 11. WHEN YOU LEARN TO READ IN SCHOOL?

A B C D 12. WHEN YOU THINK ABOUT HOW MUCH YOUR TEACHER CARES ABOUT YOUR CLASS?

A B C D 13. WHEN YOU HAVE HOMEWORK TO DO?

A B C D 14. ABOUT LEARNING NEW THINGS AT HOME ABOUT SCIENCE?

A B C D 15. WHEN YOU THINK ABOUT HOW FAIRLY THE CHILDREN ARE TREATED IN YOUR SCHOOL?

A B C D 16. WHEN YOU LEARN NEW THINGS IN SCHOOL?

A B C D 17. WHEN YOU TALK TO YOUR TEACHER?

A B C D 18. WHEN YOU THINK ABOUT HOW MUCH THE PRINCIPAL CARES ABOUT THE CHILDREN?

A B C D 19. ABOUT STUDYING SOMETHING WITH A FRIEND?

A B C D 20. WHEN YOU COME BACK TO SCHOOL AFTER A VACATION?

A B C D 21. WHEN YOU ARE GIVEN A BOOK FOR A BIRTHDAY PRESENT?

A B C D 22. ABOUT ASKING YOUR TEACHER FOR HELP?

A B C D 23. WHEN YOU LEARN SOCIAL STUDIES IN SCHOOL?

A B C D 24. WHEN YOU THINK ABOUT YOUR CLASSROOM IN SCHOOL?

A B C D 25. WHEN YOU PRACTICE YOUR WRITING IN SCHOOL?

A B C D 26. WHEN YOU STUDY FOR A TEST?

A B C D 27. ABOUT READING A BOOK BY YOURSELF?

A B C D 28. ON DAYS WHEN YOU ARE IN SCHOOL?

QUESTIONNAIRE

FOR

FIFTH GRADE TEACHERS

The information received from this questionnaire will be aggregated and reported as relationships to other componants of the district's desegregation study.

No individuals are to be identified and no individual information will be reported.

Question 1

Where have you spent most of your life? (Circle the correct response.)

In or within 30 miles of the boundaries of this school district....................................	A
More than 30 miles but less than 100 miles from the present boundaries of this school district.....	B
More than 100 miles from the boundaries of this school district	C

Questions 2-4

In your teaching situation how satisfied are you with your relationship with:

Circle the response which best describes your relationship.

A = Very dissatisfied C = Somewhat satisfied
B = Somewhat dissatisfied D = Very satisfied

2	Parents and parent groups	A B C D
3	Fellow staff members	A B C D
4	Students	A B C D

Questions 5-14

Circle the answers which best describe your feelings about the comments below:

Circle the response which best describes your feelings.

A = Almost never true D = Usually true
B = Seldom true E = Almost always true
C = Sometimes true

5	I enjoy classroom teaching	A B C D E
6	The administration in this school acts decisively on suggestions from the faculty	A B C D E
7	The administration in this school encourages classroom innovation with real, practical support	A B C D E

8 The administration in this school supports the disciplinary measures of the teachers A B C D E

9 The administration in this school is concerned with real student progress as opposed to token programs which only appear to be progressive A B C D E

10 The administration in this school is more concerned with real student progress than with quiet, orderly classrooms A B C D E

11 The administration in this school encourages teacher initiative in regard to new programs, as opposed to handing down decisions which the teachers then must carry out A B C D E

12 The central administration of this district treats teachers as professional, contributing members of the staff A B C D E

13 Teachers can expect support for their classroom policies from the central administration of this district A B C D E

14 The central administration of this district is effective in developing realistic program goals A B C D E

Questions 15-25

Here is a list of some classroom practices. For each practice circle the response which best indicates your use of the practice.

A = I do not use it
B = I use it monthly
C = I use it weekly
D = I use it daily

15 Pupil participation in lesson planning A B C D
16 Pupil participation in classroom teaching A B C D
17 Having pupils work in small learning teams A B C D
18 Role playing (acting out situations) A B C D
19 Use of games to aid learning A B C D
20 Pupil evaluation of classroom climate A B C D
21 Pupil participation in developing classroom rules A B C D
22 Involving pupils in community projects A B C D
23 Utilizing local citizens as resource personnel A B C D
24 Pupils as helpers or tutors of other pupils A B C D
25 Joint lesson planning with one or more teachers A B C D

Questions 26-43

Surveys of school problems show a number of things reported by teachers as reducing the effectiveness of the school. Below is a partial list of these problems. Circle (Yes) for those situations that constitute a problem in your school. Circle (No) for those that do not constitute a problem in your school.

26 There is too much teacher turnover Y N
27 The classes are too large for effective teaching Y N
28 There are too many absences among students Y N
29 Pupils are not well fed and/or well clothed Y N
30 The different races or ethnic groups don't get along together Y N
31 There are too many interruptions during class periods Y N
32 Teachers have too little freedom in such matters as textbook selection and curriculum Y N
33 Parents attempt to interfere with the school Y N
34 There is too much competition for grades Y N
35 There is too much emphasis on athletics Y N
36 There should be a better mixture; the students are all too much of one type Y N
37 Too much time has to be spent on discipline Y N
38 The parents put too much pressure on the students for good grades Y N
39 The students aren't really interested in learning Y N
40 There is a lack of effective leadership from the school administration Y N
41 The parents don't take enough interest in their children's schoolwork Y N
42 The teachers don t seem to be able to work well together Y N
43 We have poor instructional equipment: Supplies, books, laboratory equipment, etc. Y N

Questions 44-51

Please circle the response which best describes how you usually feel.

A = Almost never true of me
B = Seldom true of me
C = Sometimes true of me
D = Often true of me
E = Almost always true of me

44 I feel that my ideas are considered worthwhile by my supervisors A B C D E

45 I have a lot of influence with my colleagues on educational matters A B C D E

46 I have confidence in myself even when people disagree with me A B C D E

47 I find it difficult to interact with others A B C D E

48 I seem to be the kind of person who has more bad luck than good luck A B C D E

49 I have trouble making up my mind about important decisions A B C D E

50 In my activities at school I am assertive and self reliant A B C D E

51 I don't take a position on something until I find out what my colleagues think A B C D E

Questions 52-53

Please circle the appropriate response:

52 I am a A = Male B = Female A B

53 Which best describes your level of formal education.
A = no degree
B = Bachelor's degree
C = Master's degree/equivalent
D = Master's degree plus one year
E = Doctor's degree

A B C D E

Questions 54-56

Supply the indicated information

What is your class size (average) ________

How many hours are you assigned to classroom instruction per week? ________

Including this year, how many years of teaching experience do you have? ________

DIRECTORS
JOHN C. HARKINS
PRESIDENT
JOHN N. PETRUS, D.P.M.
VICE PRESIDENT
EDMOND T. GIOVANNELLI
MARY M. LAMARY
LEONARD L. LoCASTRO, JR.
DONALD A. LUNDEEN
JAMES D. MITCHELL
ANTHONY E. NARDUCCI, M.D.
GERALDINE ZURN

PHONE 814-453-3661

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LeFAIVER
SECRETARY

March 11, 1976

Dear Parent:

The purpose of this letter is both to inform you,and request your permission to have your child participate in a special testing project. All 5th grade students in your child's school will be asked to participate. The tests were developed by the Pennsylvania Department of Education and are unique in that their major emphasis is on attitudes possessed by children.

WHY

The Erie School District is conducting the special testing project in order to ascertain the effect, if any, of closing Garfield and Longfellow schools. The resulting impact on the children of closing these schools along the re-assignment of children could provide valuable information needed to improve the educational setting. Three test which will be administered are:

1. Interest in school and learning.
2. Understanding others
3. Self-esteem

Brief Test Descriptions

TEST 1. Interest in school and learning

This test will measure both the child's attitude toward learning and the school environment. The schools that pupils attend affect their present and future lives.

Sample Item

(a) How do you feel when you think how fairly children are treated in your school.

TEST 2. Understanding Others

This test assesses the degree of understanding and appreciation of persons belonging to other social, cultural, and ethical groups.

Sample Test Item

(a) Someone smarter than you asks to play a game with you.

TEST 3. Self-esteem

This test will measure the level of understanding and personal satisfaction of children related to their aspirations and expectations.

Sample Item

(a) I like to be called on in class.

These tests will be administered to all the 5th grade children in your child's school starting Monday, March 29. If you do not wish to have your child participate in this special project please complete the attached note and return it to the school. No names or personal identification of the children will be required.

Copies of the above tests are available for your inspection and perusal at the school office.

Sincerely,

Richard R. Hilinski
Superintendent of Schools

md/

DIRECTORS
JOHN E. HARKINS
PRESIDENT
JOHN N. PETRUS, D.P.M.
VICE PRESIDENT
EDMOND T. GIOVANNELLI
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ANTHONY E. NARDUCCI, M.D.
GERALDINE ZURN

PHONE 814-453-3661

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. L[illegible]AIVER
SECRETARY

March 31, 1976

Dear Parent(s):

The purpose of this letter is to inform you that the fifth grade children who attend Hamilton and Perry school will not be part of the School District's Special Testing Project.

As you may recall on March 16, the School District notified by mail the parents of all fifth grade children that their child would be part of this Special Testing Project. You may have received a letter telling you that your child would be tested as part of this project. However, the above two schools are excluded from this testing project.

On behalf of the School District, I would like to express appreciation for your cooperation and apologies for any inconvenience the notification may have caused you.

Sincerely yours,

Melvin E. Carney

Dr. Melvin E. Carney,
Director of Learner Services

bmh

DIRECTORS
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PRESIDENT
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VICE PRESIDENT
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JOHN N. PETRUS, D.P.M.
JOHN A. REWERS, D.P.M.
GERALDINE ZURN

PHONE 814 453-36

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LEFAIVE
SECRETARY

July 16, 1975

Dr. M. Stank
Bureau of Information Services
Pennsylvania Department of Education
Harrisburg, Pennsylvania

Dear Dr. Stank:

We appreciate very much your and Frank Reardon's interest and assistance in planning the evaluation design for the Erie city public schools.

Enclosed is the material you requested:

1. District 74-75 standardized test results.
2. E.E.S.A. desegregation proposal.
3. Pupil Historical Master File Data.

Should you need additional information or clarification, please call me or Dr. M. E. Carney at (814) 453-3661 Ext. 264.

Sincerely,

F. Sala

Frank Sala, Coordinator
Data Services

FS:sr

Encl.

DIRECTORS
JOHN C. HARKINS
PRESIDENT
JOHN N. PETRUS, D.P.M.
VICE PRESIDENT
EDMOND T. GIOVANNELLI
MARY M. LAMARY
LEONARD L. LoCASTRO, JR.
DONALD A. LUNDEEN
ANTHONY E. NARDUCCI, M.D.
EDWARD J. SPARAGA
GERALDINE ZURN

PHONE 814-453-3661

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 PEACH STREET
16501

RICHARD R. HILINSKI
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LeFAIVER
SECRETARY

Dr. M. Stank
Bureau of Information Services
Pennsylvania Department of Education
Harrisburg, PA

Dear Dr. Stank:

Enclosed are the sample Profile sheets that will be used in reporting the test scores for our desegregation evaluation project.

Achievement Test Scores

The achievement test scores will be reported according to the format presented on the sample form marked "A". School scores will be reported accordingly:

Column	Description
Pre:	January 1976 achievement score.
Exp:	The calculated expected score from January 1975 to May, 1976.
Post:	The May, 1976 achievement test scores.
Variana:	The difference between the expected and the post test scores.

Test scores will be reported on this form for your analysis of the population sample.

Sincerely,

Frank Sala

FS/ab

Enclosure

ACHIEVEMENT TEST EVALUATION FORM
PRE VS POST TEST

Grade Comparison ________ Population Group ______

SCHOOL	# Stu.	TOTAL READING				TOTAL MATE				VOCABULARY			
		PRE	EXP	POST	VAR	PRE	EXP	POST	VAR	PRE	EXP	POST	VAR

SAMPLE

EXCUSAL FORM

If you do not want your child tested please complete the bottom portion and return it to your school principal before March 29, 1976.

TO THE PRINCIPAL: ______________________________
SCHOOL

I do not wish to have my child ______________________
___________________________ take the special project tests.

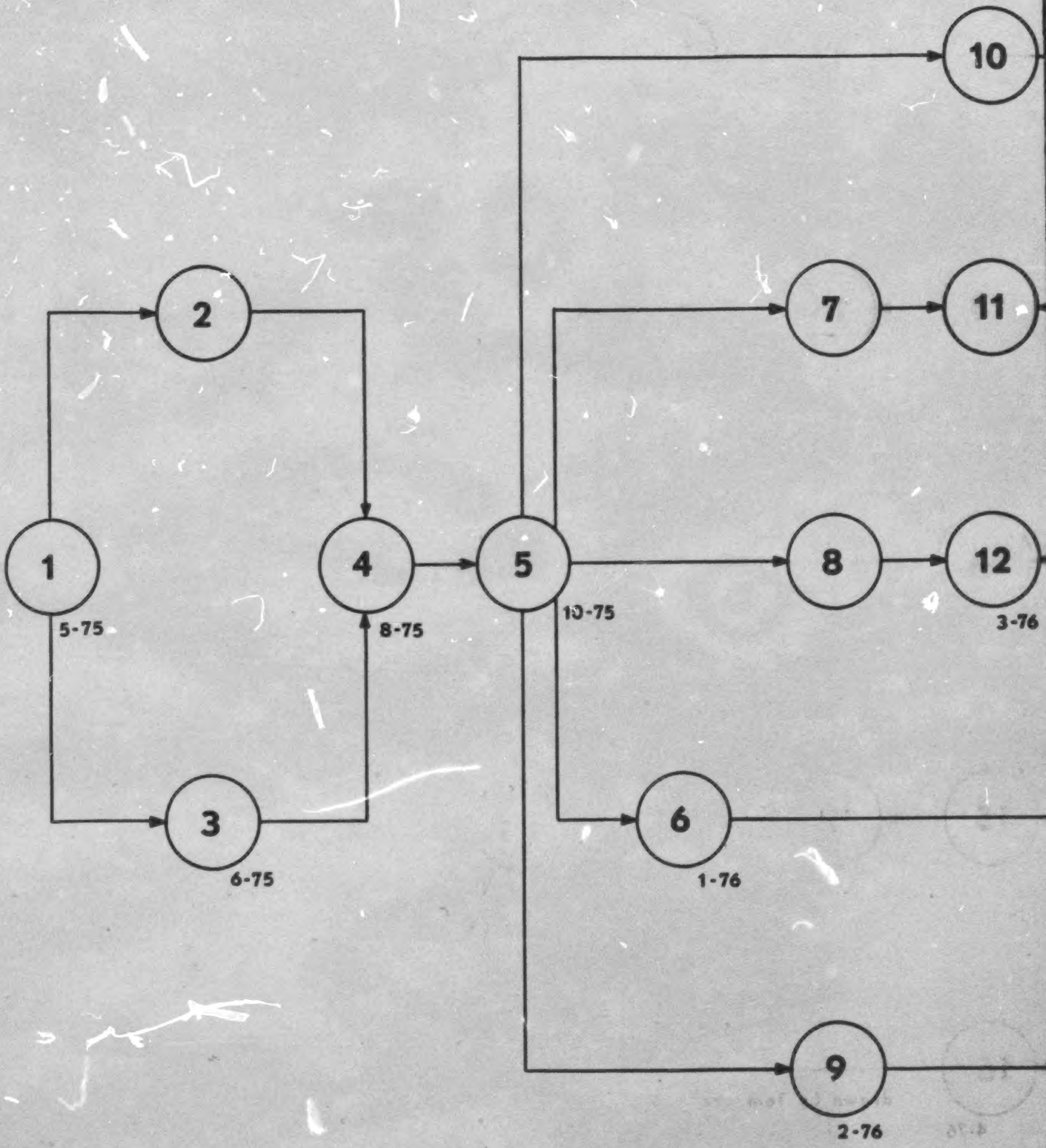
____
Signature of Parent

The final report for this study will be prepared by the Pennsylvania Department of Education aides, Dr. Peggy Stank and Mr. Frank Reardon. Test score data is scheduled for their analysis on or about August 15, 1976.

The systems flow for the evaluation project is intended to present to the reader a program network description of the project.

PROGRAM NETWORK DESCRIPTION

1. START EVALUATION NEEDS
2. CONFER WITH P.D.E. CONSULTANTS
3. CONFER WITH LOCAL ESSA DIRECTOR
4. COMPLETE PRELIMINARY DESIGN OF EVALUATION INSTRUMENT
5. ADMINISTRATION REVIEW OF PROPOSAL
6. ESTABLISH GR. (2-5) TEST DATE
7. SCHEDULE PTA, NAACP, PARENT MEETINGS
8. IN-SERVICE REVIEW ALL PRINCIPALS
9. EXAMINE COMPUTER REQUIREMENTS
10. PREPARE TEACHER EVALUATION INSTRUMENT
11. PREPARE COMPUTER RESOURCES
12. MODIFY EVALUATION DESIGN
13. ADMINISTER E.Q.A. GOAL I & II TESTS
14. ADMINISTER REVIEW
15. PREPARE/DISTRIBUTE GR. (2-5) TESTS TO ALL SCHOOLS
16. MAIL LETTERS/PERMISSION FORMS TO ALL GR. 5 PARENTS
17. DISTRIBUTE TEACHER EVALUATIONS
18. KP/KV E.Q.A. TEST SCORES
19. COLLECT COMPLETED TESTS
20. COLLECT TEACHER INSTRUMENT
21. COMPUTER PROCESS SCORES
22. KP/KV GR. (2-5) SCORES
23. EVALUATE TEACHER INSTRUMENT
24. REVIEW GR. (2-5) COMPUTER REPORTS
25. COMPLETE PROCESSING
26. EDIT REVIEW GR. (2-5)
27. PREPARE TEACHER INSTRUMENT REPORT
28. REVIEW E.Q.A. COMPUTER REPORTS
29. SUBMIT REPORTS TO P.D.E.
30. EDIT REVIEW E.Q.A.
31. FINAL REPORT CONFERENCE
32. LOCAL INTERPERTATION & DISSEMINATION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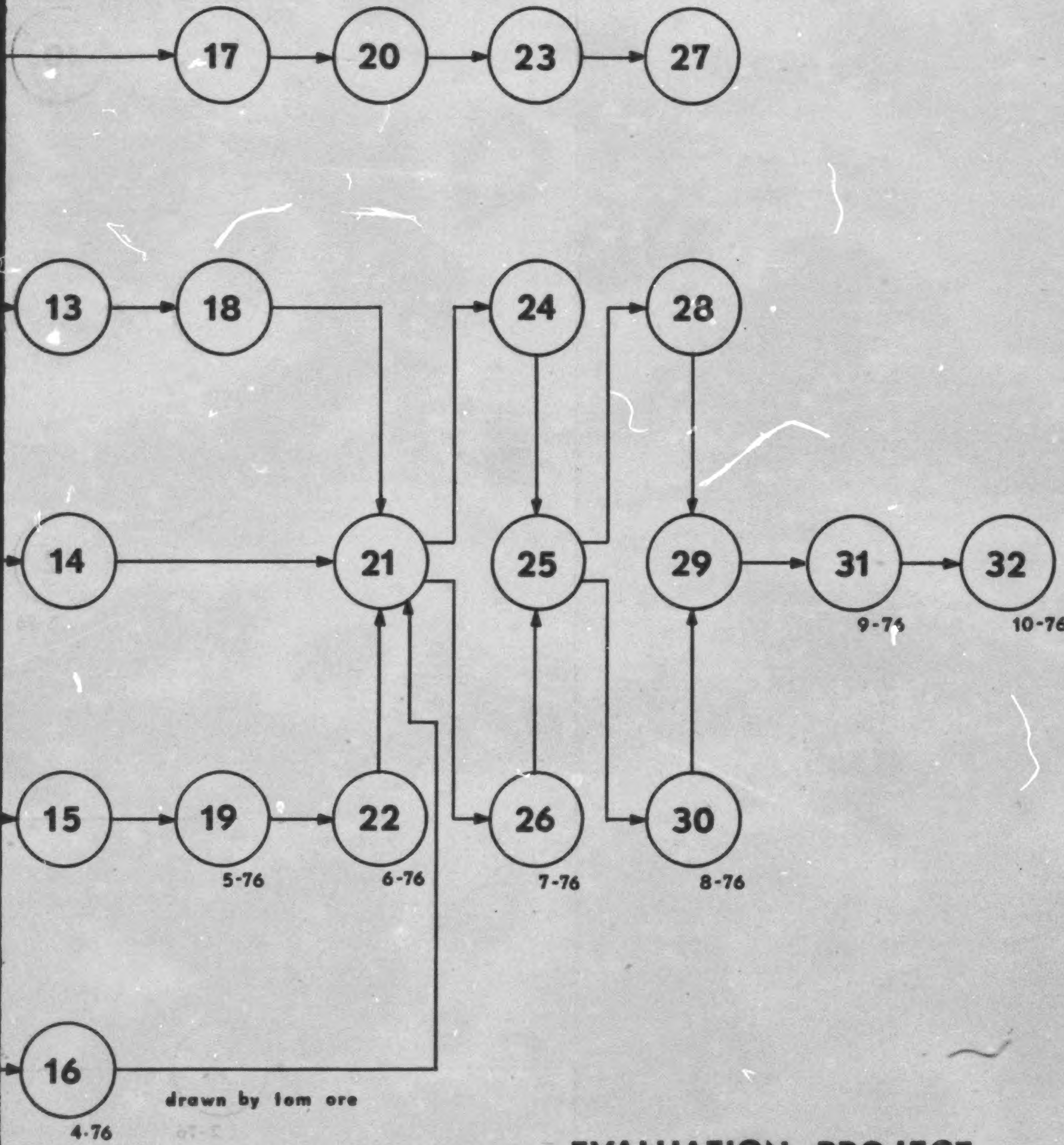
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drawn by tom ore

EVALUATION PROJECT

PROGRAM NETWORK

SCHOOL DISTRICT OF THE CITY OF ERIE, PA.

START: 5-1-75 FINISH: 10-1-76

SECTION III

YEAR II PLAN

Desegregation Planning for the 1976-77 school year, was in actuality, a part of the preparation of the Final Plan. The administration and the Board expressed concern that additional school closures could have a serious affect on the smooth transition of the Year I plan. The administration therefore would explore the feasibility of additional school closures for Year II. These additional school closures would be consistent with the district's long range educational plan. Additional consideration for school closures are cited:

1. Declining pupil enrollment at Jones and Washington schools placed each school at 69% and 54% pupil capacity while operational costs increased 83% over the 1970 costs.
2. A general decline in child birth in the city.
3. An accentuation of uneven distribution of population through outer city and inter city migration. This is especially true for the Jones and Washington attendance areas.
4. The district's commitment to its Long Range Educational Plan.

Recommendations for Year II Plan:

The Year II desegregation Plan would be generally the same as the Year I Plan with the following exceptions:

1. Additional School Closures

    1.1 Jones elementary school

    1.2 Washington elementary school

The above two schools would be closed permanently and their corresponding attendance areas reassigned to the nearest elementary schools.

2. Vacating Wayne School

    For the Year I Plan, Wayne was organized to house grades 3-6. However, consistent with the Board's Long Range Plan and the District's (4-4-4) organizational plan Wayne is scheduled during the 76-77 school year to undergo a 2.2 million dollar renovation program. The City of Erie, Bureau of Health and Safety has ordered that during the period of renovations Wayne school be vacated.

Conceptionalizing the Plan

1. Closure of Jones School

    1.1 The closure of Jones school is consistent with the distrist's Long Range Plan.

    1.2 The present Jones attendance area will be divided between Burns school and Irving school. The Burns school attendance area will be expanded to include all of the Jones attendance area, while all Jones grade 5 to Irving school.

1.3 Since the reassigned students are within 1.5 miles of Burns, the students will walk to school.

1.4 Exceptions:

  .1 The Jones area grade 5 students reassigned to the new Burns attendance area. These students will be transported to Irving school since Burns will house only (K-4) students.

  .2 Marshall Area Kindergarten

  The Marshall area September 1976 Kindergarten pupils are assigned to Perry School. This is consistent with the methodology of assigning Marshall area children for subsequent years. This assignment is discussed in Volume IV, page 40, (Maxi I). They will be assigned cyclically accordingly:

MARSHALL AREA ASSIGNMENT

SCHOOL TO ATTEND	Grade Assignment		
	1975-76	1976-77	1977-78
JONES	K	Closed	Closed
HAMILTON	(1-2)	(2-3)	(3-4)
PERRY	(3-4)	(K-4-5)	(K-1-5)
CLEVELAND	5	1	2

FIGURE 2

This assignment would not increase the district's transportation above the current 1975-76 levels since all Marshall area pupils were transported. Clustering grade levels, as indicated by Figure 2 will assure racial balance in the receiving schools for the next three years.

1.5 Jones area grade 5

Starting in September 1975 the Jones area grade 5 will become part of the Irving School expanded attendance area. This boundary change will involve the reassignment of 37 Jones area fifth grade pupils to Irving school. The racial composition of this group is as follows, 33 white and 4 black. Since all these pupils live beyond 1.5 miles from Irving school they will be transported at public expense.

2. Closure of Washington School

2.1 Consistent with the School District's Long Range Plan Washington school will be closed.

2.2 The present Washington attendance area will be divided between Columbus school and Washington school.

2.3 Since the reassigned students are within 1.5 miles of both Washington and Columbus the students will walk to school.

2.4 Exceptions

.1 The Garfield area Kindergarten children will be assigned according to the elementary school for that particular tract and block.

WASHINGTON ATTENDANCE AREA RE DISTRICTING

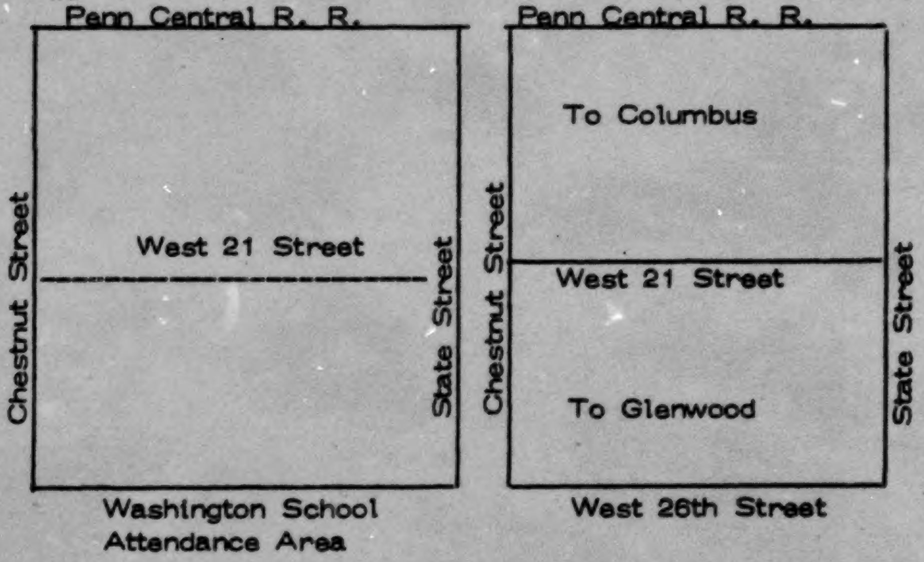

Penn Central R. R.
Chestnut Street
West 21 Street
State Street
Washington School
Attendance Area
Penn Central R. R.
To Columbus
Chestnut Street
West 21 Street
State Street
To Glenwood
West 26th Street

FIGURE 3

3. Vacating Wayne School

The Year I Plan included Wayne school as a transition Middle School grades (5-8) from an elementary school housing grades (3-6). This transition called for an extensive renovation and construction of the physical plant and facilities of Wayne School. The City of Erie, Department of Public Health and Safety in issuing the building permit ordered the building vacated of all students and other personnel during the period of renovations which is estimated to be from July 1, 1976 to August 1, 1977. Housing of the Wayne area 1976-77 pupil population will be effectuated, and these pupil reassignments will continue to maintain the proper racial band for the schools involved. The reassignment schedule is accordingly:

TABLE 16

PUPIL DISTRIBUTION

WAYNE ATTENDANCE AREA

FROM			TO	
1975-76			1976-77	
1.	grade 3	Wayne	grade 4	Edison
2.	grade 4	Wayne	grade 5	Edison
3.	grade 5	Wayne	grade 6	Gridley
	5	Penn	grade 6	Gridley
	5	Edison	grade 6	Gridley
	5	Jones	grade 6	Gridley
	5	Burton area	grade 6	Roosevelt/Wilson
	5	Diehl area	grade 6	Roosevelt/Wilson
4.	grade 6	Wayne area	grade 7	East

Discussion of Pupil Distribution:

1. Wayne area (1975-76) grade 3 and 4

    1.1 This group is assigned to Edison school. Since all blocks, contiguous to the Wayne attendance area, are less than one and one half miles from Edison these pupils will walk to school.

1.2 Pupils reassigned to Edison

Grade (1975-76)	W	B/O	T
3	40	8	48
4	40	10	50
Total	80	18	98

1.3 Edison School projections and racial balance for September 1976.

Grade	W	B/O	T	%B
K	85	37	122	
1	59	33	92	
2	32	22	54	
3	20	17	37	
4	70	23	93	
5	70	24	94	
Spec. Ed.	58	17	75	
Total (1-5)	251	119	370	32.2
Total All	394	173	567	

2. Assignment of (75-76) grade 5

2.1 This group is reassigned to a Middle School with the following considerations:

.1 Middle School pupil capacity.

.2 Availability of transportation and travel time.

.3 Racial balance.

Since Gridley and Wilson Middle Schools both had ample pupil space and also required the least travel time from the Wayne area, these schools were selected to house these students. The additional pupils assigned to each school, Gridley and Wilson, would not create a segregated school situation.

2.2 Assigment/Wayne Area (1975-76) grade 5 to September 1976, grade 6.

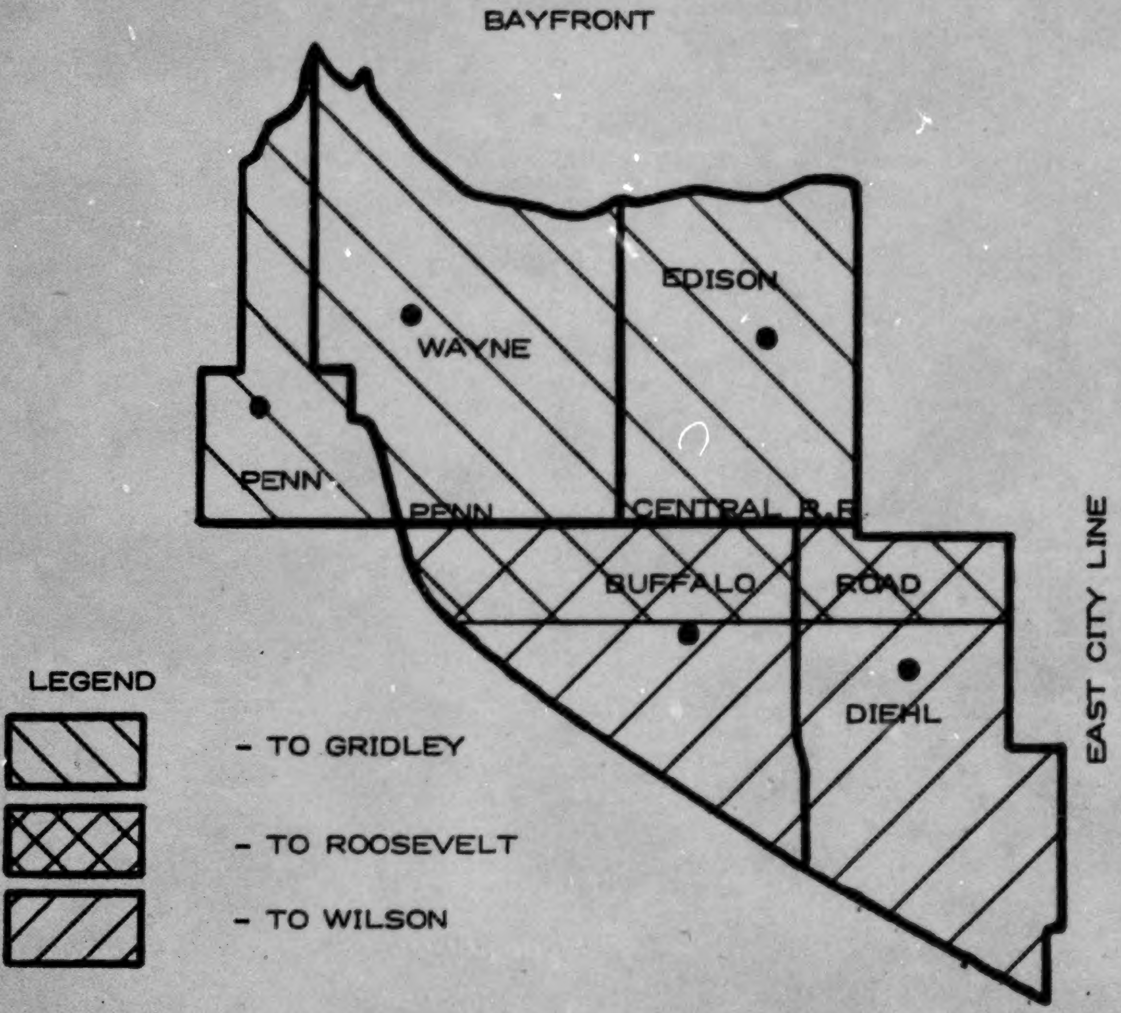

BAYFRONT
EDISON
WAYNE
PENN
PENN
CENTRAL R.R.
BUFFALO ROAD
DIEHL
EAST CITY LINE
LEGEND
▧ - TO GRIDLEY
▩ - TO ROOSEVELT
▨ - TO WILSON

Figure 4

2.3 Pupils reassigned:

School	W	B/O	T
.1 Gridley			
FROM Penn	35	5	40
FROM Wayne (pure)	44	15	59
FROM Edison	29	7	36
Total	108	27	135

.2 Roosevelt	W	B/O	T
FROM Burton/ Diehl	25	60	85
Total	25	60	85

.3 Wilson	W	B/O	T
FROM Burton	15	10	25
FROM Diehl	20	15	35
Total	35	25	60

2.4 School totals:

.1 Gridley

GRADE	W	B/O	T	% B/O
6	252	74	326	22.7
7	128	52	180	28.9
8	137	36	173	20.8
Total (6-8)	517	162	679	23.8
Sp. Ed.	0	0	0	
TOTAL ALL	517	162	679	23.8

.2 Roosevelt

GRADE	W	B/O	T	% B/O
6	205	72	277	25.6
7	185	71	256	27.7
8	150	64	214	29.9
Total (6-8)	540	207	747	27.7
Spec. Ed.	15	10	25	
TOTAL ALL	555	217	772	28.1

.3 Wilson

GRADE	W	B/O	T	%B/O
6	207	83	290	28.6
7	178	46	224	20.5
8	226	71	297	23.9
Total (6-8)	611	200	811	24.6
Spec. Ed.	25	13	38	
TOTAL ALL	636	213	849	25.1

School projections Year II

The projections for Year II planning were prepared using the attendance areas described accordingly:

1. Elementary: The Final Plan, Volume IV, Maxi I
2. Middle Schools: The (4-4-4) Plan, Volume II, Maxi I
3. Senior High Schools: The (4-4-4) Plan, Volume II, Maxi I.

1. Racial band analysis for Year II.

1.1 Elementary school band deviation

% B/O = 23.4

Band deviation = ± [(23.4) x (0.30) + 2.0]

= ± [7.02 + 2.0] = 9.02

Low Bound - 14.3 High Bound = 32.42

1.2 Elementary School Racial Band Grouping

Below 14.3	14.3 to 32.4	Above 32.4
Irving 13.9	Burns(24.6) Cleveland (19.9) Columbus (18.9) Connell (15.2) Edison (32.2) Emerson (15.6) Glenwood ---19.9 Hamilton-----16.0 Harding------20.7 Jefferson----26.2 McKinley----28.0 Penn-------20.6 Perry-----14.0	Burton (43.6) Diehl (36.2)

1.3 Middle School band deviation

District (6-7-8) B/O = 23.5%

Band deviation = ± { [23.5) x (0.30)] + 2 } =

= ± 9.05

Low Bound = 14.4 High Bound = 325

1.4 Middle School Racial Band Grouping

Below 15.4	14.4 to 32.5	Above 32.5
NONE	East 22.3 Gridley 23.9 Memorial 18.0 Roosevelt 27.7 Wilson 24.7	NONE

1.4 Senior High Schools

Since the A.V.T.S. schools are open enrollment, in specialized vocational areas, these schools are exempt from the district's senior high racial band calculations.

District Senior High (9–12) B/O% = 23.1

Band deviation = + $\{[(23.1) \times (0.30)] + 2\}$
+ 8.93

Low bound = 14.17 Highbound = 32.0

1.5 Senior High Racial Band Grouping.

Below 14.17	14.17 to 32.0	Above 32.0
NONE	Academy East Strong Vincent	NONE

Final approval of the Year II Plan prepared by this writer under the direction of the Superintendent is expected at the June 30, 1976-77 Budget adoption.

SEPTEM
ELEME

SCHOOL	K			1			2			3		
	W	B	T	W	B	T	W	B	T	W	B	T
BURNS (K-4)	60	30	90	54	25	79	54	17	71	59	8	6
BURTON (K-4)	50	60	110	58	45	103	69	45	114	71	44	11
CLEVELAND (K-5)	120	10	130	88	31	119	58	8	66	51	6	5
COLUMBUS	52	10	62	54	10	64	54	12	66	38	12	5
CONNELL	130	8	138	82	6	88	88	11	99	68	6	7
DIEHL	64	21	85	52	23	75	47	31	78	36	29	6
EDISON	85	37	122	59	33	92	32	22	54	20	17	3
EMERSON	90	13	103	68	14	82	72	11	83	67	8	7
GLENWOOD	107	4	111	64	23	87	49	11	60	51	9	6
HAMILTON	60	0	60	43	0	43	49	28	77	50	12	6
HARDING	60	10	70	46	14	60	44	9	53	48	7	5
IRVING	70	3	73	38	2	40	39	7	46	41	7	4
JEFFERSON	99	17	116	69	36	105	61	20	81	64	19	8
JONES												
LINCOLN	75	5	80	56	13	69	63	20	83	52	15	6
MCKINLEY	37	10	47	42	15	57	49	21	70	28	11	3
PENN	55	8	63	38	10	48	36	15	51	42	13	5
PERRY	107	16	123	53	1	54	55	1	56	37	1	3
WASHINGTON												
WAYNE												
OTHER SP. ED.												
TOTAL	1321	262	1583	964	301	1265	919	289	1208	823	224	104
*CLEV. (Bi-L)	2	15	17	includes Bi-Lingual in TOTALS								
*HARDING (Bi-L)	0	12	12									

TABLE 17

R 1976 PROJECTIONS
RY (K-5) SCHOOLS

4			5			SP. ED.			TOTAL (1-5)			%	TOTAL ALL			
W	B	T	W	B	T	W	B	T	W	B	T	B	W	B	T	
35	16	51				5	0	5	202	66	268	24.6	267	96	363	
40	49	89				20	6	26	238	183	421	43.6	308	249	557	
43	9	52	43	2	45	41	11	52	285	71	356	19.9	446	92	538	*
34	9	43	39	8	47	53	14	67	219	51	270	18.9	324	75	399	
80	6	86	76	42	118	11	3	14	394	71	465	15.2	535	82	617	
34	20	54	71	33	104				240	136	376	36.2	304	157	461	
70	23	93	70	24	94	58	17	75	251	119	370	32.2	394	173	567	
49	17	66	68	10	78				324	60	384	15.6	414	73	487	
49	12	61	52	11	63				265	66	331	19.9	372	70	442	
33	2	35	44	0	44				219	42	261	16.0	279	42	321	
46	19	65	38	9	47	17	4	21	222	70	292	20.7	299	84	383	*
44	5	49	115	24	139	6	2	8	277	45	322	13.9	353	50	403	
60	19	79	51	14	65	12	6	18	305	108	413	26.2	416	131	547	
CLOSED																
49	17	66	54	11	65	8	2	10	274	76	350	21.9	357	83	440	
28	10	38	35	14	49				182	71	253	28.0	219	81	300	
25	3	28	32	4	36				173	45	218	20.6	228	53	281	
52	22	74	53	16	69	12	5	17	250	41	291	14.0	369	62	431	
CLOSED																
CLOSED																
						60	15	75					60	15	75	
71	258	1029	841	222	1063	243	70	313	4320	1321	5641	23.4	5884	1653	7537	
						303	85	388	4320	132[illegible]	5641	23.4	5944	1668	7612	

SCHOOL	6 W	 B/O	 T	7 W	 B/O	 T	8 W	 B/O	 T	TOT W
East (7-8)				173	57	230	113	25	138	286
Gridley (6-8)	252	74	326	128	52	180	137	36	173	517
Memorial (6-8)	157	56	213	209	37	246	220	36	256	586
Roosevelt (6-8)	205	72	277	185	71	256	150	64	214	540
Wilson (6-8)	207	83	290	178	46	224	226	71	297	611
TOTAL (6-8)	821	285	1106	873	263	1136	846	232	1078	2540

SR. HIGH	9 W	 B	 T	10 W	 B	 T	11 W	 B	 T	 W
Academy	180	70	250	169	83	252	194	78	272	161
East	200	70	270	196	98	294	170	63	233	162
Strong Vincent	240	40	280	258	58	316	288	42	330	219
TOTAL	620	180	800	623	239	862	652	183	835	542
A.V.T.S.										
Tech-X (Green)	298	27	325	333	27	360	261	22	283	295
Tech-Y (White)	302	25	327	305	25	330	337	31	368	269
TOTAL	600	52	652	638	52	690	598	53	651	564
SPECIAL PROGRAMS										
Home Tutor										
Barber Satellite										
Erie Infant "										
Hamot Satellite										
TOTAL										

TABLE 18

mber 1976 Projections

dle School Gr. 6-7-8

)	%	SP. ED.			TOTAL ALL			
T	B/O	W	B	T	W	B	T	
68	22.3				286	82	368	
79	23.9				517	162	679	
15	18.0	59	33	92	645	162	807	
47	27.7	15	10	25	555	217	772	
11	24.7	25	13	38	636	213	849	
20	23.5	99	56	155	2639	836	3475	

TABLE 19

High Schools Gr. (9-12)

	TOTAL			%	SP. ED.			TOTAL ALL		
T	W	B	T	B/O	W	B	T	W	B	T
10	704	280	984	28.4	21	38	59	725	318	1043
07	728	276	1004	27.4	10	4	14	738	280	1018
54	1005	175	1180	14.8	7	5	12	1012	180	1192
71	2437	731	3168	23.1	38	47	85	2475	778	3253
20	1187	101	1288	7.8	51	24	75	1238	125	1363
85	1213	97	1310	7.4	34	21	55	1247	118	1365
05	2400	198	2598	7.6	85	45	130	2585	243	2728

TABLE 20

r 1976 Projections/Others

				W	B	T
				5	8	13
				25	5	30
				18	1	19
				12	1	13
				60	15	75

SUMMARY AND CONCLUSIONS

1. Analysis of Constraints
2. Community Acceptance
3. Smoothness of the Plan
4. Practitioner's Role
5. (Recommendations)

In Erie, school officials were faced with the problem of implementing a desegregation plan with minimum busing, but it was not known, beyond speculation how the different segments of the community would react. For example, would the more affluent Jefferson, Lincoln, Glenwood groups in the community be receptive to receiving the Garfield children? Would the predominantly majority (white) Connell school be receptive to the Burton Area Minority children? Conversely would the predominantly minority (black) school be receptive to majority (white) Wayne attendance area children?

These are only a few of the questions which exist (ed) and whose answers led to the implementation of a successful desegregation program in Erie.

To provide precise answers to these questions would require research to measure parent and pupil attitudes in regard to racial issues and the quality of education a parent had perceived as being available in the schools. However, this study is not available at the present time. A special committee of the United States Civil Rights Commission conducted a field survey of desegregation in Erie, and their report will be ready in the fall of 1976.

In Erie, support for changing school boundaries to reassign as many students as possible as walkers was accepted as an alternative to busing generally and reverse busing specifically.

Community opposition to recommendations to improve the racial imbalance was localized around specific segments of the community.

Inter-racial contact in the predominantly majority (white) area of Roosevelt Junior High School has been in effect since September of 1972. Also inter-racial contact of the Marshall area (predominantly minority) with outer city majority schools has existed since September 1968. This contact has had some impact on the community attitudes toward desegregation measures.

Communities such as Boston, Massachusetts; Pontiac, Michigan; and Louisville, Kentucky have found themselves polarized and divided over desegregation and busing. Perplexed by the emotionalism of busing Erie school officials sought and, up to this point, have found the answer to desegregation. The successful implementation of the plan saw a single marcher walking the vicinity of Garfield school carrying a "don't close Garfield" banner.

To chronicle the concerns, the issues and responses of the Erie community to the implementation of the district's integration plan is a very subjective and selective process. The Erie Community accepted the implementation without any community hostility or polarization as demonstrated in Boston, Massachusetts; or Louisville, Kentucky. However the issue in the Erie community, dating back to 1968, reached its crescendo in fall of 1970, when under a proposed plan some 3000 elementary pupils would have been bused. Following this, during the period 1971-1973, the district developed the controversial (4-4-4) integration plan which was rejected by the Court. The Court citing the Erie School District for contempt of Court, in August 1974, ordered the Pennsylvania Human Relations Commission (PHRC) to prepare a plan which would desegregate the district's elementary schools.

The Court rejected the PHRC's plan under which 745 elementary children would be bused and ordered the Erie School District to prepare a plan. This plan, modified by the Court, was accepted and ordered implemented.

The concerns generated by the community depended on the neighborhood affected and/or its demographic characteristics. Public meetings were held by the School Board and School Administration, at which time the plan or components of the plan as it affected these neighborhoods were discussed. These were:

... Garfield area

At a meeting held at Garfield school on June 2, 1975 the closing of Garfield School along with the reassignment of the Garfield area children was discussed. Present at this meeting were members of the administration, the supervisor of transportation, and this writer.

... Longfellow Area

At a meeting held at Longfellow school on May 31, 1975 the closing of Longfellow school along with the reassignment of the Longfellow area children was discussed. Present were members of the Longfellow P.T.A., the administration, the supervisor of transportation, and this writer.

... Wayne area grades (K-1-2)

At a meeting held at Wayne school on June 8, 1975 the reassignment of Wayne area Kindergarten children to Edison, and grades (1-2) to Burton were discussed. Present were members of the Wayne P.T.A., the administration, the supervisor of transportation and this writer.

The Garfield parents, through their P.T.A. argued that their school should remain open. However, not all persons in attendance or in the designated area subscribed to the particular attitudes expressed or implied but some discussions resulted from the issues:

1. The parents expressed concern over the hot lunch program.

   The parents were assured that there would not be any changes nor diminution of the hot lunch program. All eligible children would be invited to participate.

2. The parents expressed concern that the first grade children would walk over 12 blocks to school, further that not all streets were traffic controlled.

   The district's coordinator of school traffic safety assured the parents that all safe routes would be identified and crossing guards posted.

   Since all Garfield children would walk to their new school assignments, the parents were encouraged to form car pools for transporting children.

3. The parents expressed concern regarding a child who became ill during school hours.

   The parents were assured that a child who became ill during school hours would be attended by a school nurse, and, if the situation was such that the child be sent home, then:

   3.1 The school nurse would phone the child's home and appraise the parents of the situation.

   3.2 The school district matron or school's guidance counselor would, if transportation was required, transport the child home.

4. Parents expressed concern that because the attendance area changes were confusing and that maps, although helpful, were not clear to them; Would the School

District mail school assignment letters?

The parents were assured by this writer that notification letters would be sent to the parents of all children affected or reassigned by the desegregation plan. These letters would be mailed on or about August 15, 1975.

5. Parents expressed concern about bus pick-up points.

   The parents were assured by this writer and the transportation supervisor that the parents of all children requiring transportation would be notified by mail.

   The notification letters would include information about pick-up time, pick-up location and return time.

6. The parents expressed concern about the special programs in remedial reading, remedial math and counseling.

   The parents were assured by the Coordinator of E.S.E.A. Title I and the Coordinator of E.S.A.A. that not only would these programs be continued but that services would be increased to the beneficaries of these programs.

The smooth implementation of the desegregation plan is attributed to the careful planning and implementation activities of this practicum writer and administrative staff; public relations through the various media were coordinated timely and effectively through the District's Public Relations Staff.

In the development of the plan the court and the Pennsylvania Human Relations Commission imposed conditions and constraints which the framers of the final plan were to observe in the preparation of the plan. The constraints passed a formidable and complex task in design of the plan.

The demographic computer model described in this writer's Maxi I, provided the capability to retrieve and to simulate pupil information according to tracts and blocks within the parameters of the prescribed constraints. School attendance areas were configured, simulated and examined with regards to the degree of conformance with the constraints.

The implementation of the plan require the re-examination of the constraints with the purpose of identifying variations, if any, from the proposed plan. A review of the constraints assisted in gaining a better understanding and identifying instances of possible bias. For example, the flexibility of the model in adapting to a variety of goals and constraints with regards to the relative importance of limiting travel time, travel distance, numbers of students transported and numbers of students who walk, makes it particularly useful in assisting district officials in the development and implementation of the desegregation plan.

This section presents to the reader an analysis of constraints used in preparing the plan:

> In the process of developing the plan the Court set forth conditions that should be met in the preparation of the plan. These constraints are listed.

Constraint 1

> Not to reassign Kindergarten pupils to desegregate these pupils, but only to the extent that adjusted school attendance areas require it.
>
> This constraint was strictly adhered. The only changes in Kindergarten assignment was to effectuate reassignment caused by the closing of Longfellow and Garfield schools. These pupils are not used in the calculation of elementary school racial band.

Constraint 2

> Not to reassign any pupils in Special Education programs, except those in schools to be closed.
>
> This constraint was strictly adhered. Since both Longfellow and Washington did not house Special Education pupils this constraint did not apply, further all of the district's Special Education Pupils are assigned to these schools which contain the program of learning according to the pupil's exceptionality.

Constraint 3

To desegregate within the grade span of each school insofar as possible. This constraint was adhered to as far as possible.

1. Closed schools:

Pupils reassigned from the closed Longfellow and Garfield were assigned according to contiguous tracts and blocks to form an expanded attendance area for the reassignment of the pupils residing within the area.

2. Marshall area pupils:

The Marshall area pupils were clustered by grade level to form satellite attendance areas.

Marshall area Satellite	School
Grade K	Jones
Grade 1-2	Hamilton
Grade 3-4	Perry
Grade 5	Cleveland

The assignment of the satellite attendance area was determined according to the least number of minority students required to provide racial balance at the majority school.

Constraint 4

To desegregate within the existing grade span of each school, insofar as possible.

This constraint was adhered to with the exceptions noted.

1. Commencing with the September 1975 school year the district's elementary schools changed from a (K-6) grade span organization to a (K-5) school organization. This being a transition toward the Board's adopted (4-4-4) grade organization. Exceptions to this (K-5) plan are:

   1.1 Wayne school -

   Wayne school housed grades (3-6) from grades (K-6). Wayne for the 1975-76 school year is organized as an elementary school in transition to the Middle School (5-8), (4-4-4) concept.

   1.2 Burton School

   Burton school housed grades (K-4) from grades (K-6). The (K-4) design for Burns, permitted the assignment of all the Burns area grade 5 pupils to Irving and by this action, moving the least number of children, racially balanced Irving school.

Constraint 5

To reassign all pupils who live in a block without regard to their race.

This constraint was strictly adhered; an exception is noted in the Marshall school satellite area where within that attendance area the new school assignment was effectuated by assigning an entire grade.

Constraint 6.

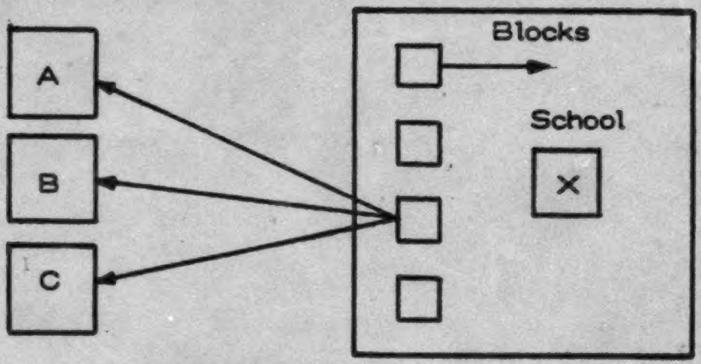
To minimize the necessity of transportation to desegregate by making reassignments of pupils living within one-and-a half miles of a school.

This constraint was strictly adhered. In conceptionalizing the plan the schools were clustered according to groups. To assure consistancy in the development of the plan and the assignment or reassignment of pupils, assignment assumptions were agreed upon, namely:[17]

1. Students walk to school whenever it is possible, and if the school is within the permissable distance, students will be assigned to the nearest school out of balance.

---

[17] Sala, op. cit., Maxi I. Vol. IV, p. 13.



2. If school A is within the maxim walking distance and school B is not, preference shall be given to assigning students to school A provided the school capacity and the racial band measure permit.

Assignment assumptions 1 and 2 as stated were used in the assignment/reassignment of pupils. Further compliance with this constraint is observed by comparison of the pupils to be transported by the PHRC plan. The PHRC plan called for the transportation of 745 pupils while with the district's plan only 345 pupils were transported.

Constraint 7.

Not to reassign a pupil to walk across any streets with more than two lanes of traffic.

This constraint was adhered to as far as possible. Traffic lanes in the city vary, some streets have two lanes of traffic, diverge to four lanes, and reconverge to two lanes. The exceptions to this constraint were:

1. Group I schools

   Liberty street - To provide safe access to this thoroughfare crossing guards were posted and safe route maps both to and from school were circulated to the Burns to Irving group transported.

2. Group II schools

   Marshall area pupils were not affected by this constraint as they were transported.

3. Group III schools

   Burton - Connell - Wayne - Diehl

   This constraint did not have any effect on these schools since the reassigned pupils were transported.

1)	Burton to Connell	72 pupils
2)	Burton to Wayne	49 pupils

4. Group IV schools

   Garfield - Glenwood - Jefferson - Lincoln - McKinley
   Penn

   The group IV schools were affected by this constraint:

   (1) Garfield area pupils assigned to Glenwood would cross State street

   (2) Garfield area pupils assigned to Lincoln would cross Parade street.

(3) Garfield area Kindergarten pupils assigned to Washington would cross State street.

(4) To provide safe access at the streets listed crossing guards were posted, safe route maps both to and from school were circulated.

5. Group VI

Balanced schools, Columbus, Diehl, Harding, Jones. Since these schools were not affected by the plan, the constraint is not applicable.

Constraint 8

Not to transport pupils for lengths of time or distance that risk their health or significantly impinge on their educational process.

The average transportation time for all pupils transported under the plan is 16.5 minutes while the maximum transportation time during the inclement winter weather was 20 minutes.[18] This could vary additionally depending upon the severity of the weather.

Constraint 9

To transport pupils for no longer than (20) minutes from pick-up to school.

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[18] Letter - Mr. Fiore Leone, Transportation Supervisor, Erie School District, Erie, Pa.

This constraint was adhered.[19]

Constraint 10

To reassign blacks for transportation and wherever possible near a pick-up location that provides shelter.

This writer, and the data services staff provided pupil scattergram locator maps of all pupils requiring transportation. The transportation supervisor and coordinator of safety determine the safe pick-up and discharge area.

Constraint 11

Not to cause a projected total enrollment in a school that significantly exceeds the rated capacity of that school.

This constraint was strictly adhered. The pupil enrollment for each school was less than the rated capacity of the school.

Constraint 12

Not to reassign a child from a school that the Erie Board of Education has decided to keep open to a school that the Board has decided should be closed.

This constraint was strictly adhered.

---

[19] IBID 10, Letter Mr. Fiore Leone.

Description of this writers efforts:

This writer was actively involved in the planning and preparation of the following implementation activities:

1. Coordinate all data services activities, data collection, processing, and distribution of reports required to up date and place in its most current posture the pupil data base.
2. Coordinate and conduct a spring (1975) pupil census update in all the district's public and non-public schools.
3. Coordinate the processing and preparation of elementary pupil's achievement test scores as required by the Emergency School Aid Act (ESAA) proposal.
4. Coordinate the processing and preparation of statistics for the district's Elementary and Secondary Education Act (ESEA Title I).
5. Coordinate the preparation and distribution of school attendance area maps.
6. Coordinate the preparation of pupil scattergram locater maps for the district's transportation department.
7. Coordinate the identification of all pupils to be reassigned by the plan.
    - 7.1 Identify all pupils who will be walkers to the new school assignment.

7.2 Identify all pupils who will be transported to their new school assignment.

8. Coordinate the preparation and distribution of parent notification letters of school assignment.

9. Coordinate the preparation and distribution of pupil assignment lists to all of the district's public and non-public schools.

10. Coordinate the evaluation design, data collection, and processing in all phases of the 5th grade Educational Quality Assessment Goal I and IV.

11. Coordinate the district's fall achievement test for grade (2-12).

12. Coordinate the district's elementary (2-5) post standardized tests as required by the Emergency School Aid Act (ESAA) evaluation.

13. Coordinate the preparation of the Year II Plan.

14. Attend/conduct inservice workshops with school principals, transportation department, parents, and teachers.

15. Attend a three day desegregation workshop sponsored by the Elementary School Aid Act Committee.

The Court has ordered that by September 1977 Burton School shall be brought into racial balance, and that the racial band for Burton School shall be the same as other elementary schools of the same grade span.

This writer would like to characterize our dilemma as the Erie School District confronts the next stage of its desegregation program. Some of the problems are centered around the district's renovations time table for converting elementary schools to Middle Schools and the full (4-4-4) grade organization. The residential distribution of minority families (black) is based in large part on family income and availability of public housing.

The minority concentration in the Burton School area is due to the large numbers of public housing available. School assignments based on school proximity will not, according to the most recent census information available to this writer racially integrate Burton. An analysis of these census statistics shows a small rise in the minority (black) population for this area. The composition of this neighborhood's minority population may now have peaked. Admittedly the accomplishment of school desegregation for Burton School is extremely complex yet there are methods which could effectuate a more favorable racial balance at Burton School. One such method is the Parental Freedom of Choice Concept.

This writer, with judgments based on the district's Parental Freedom of Choice Survey (Maxi I, Volume II), is of the opinion that such a concept offered in good faith could be eagerly accepted by a substantial number of minority parents from the Burton area and conversely by majority parents in corresponding majority areas. Some share the belief that it is a total unrealistic objective to obtain equal statistical balance in all schools having the same grade span, further that changing demographics in a community may require constant changes in attendance areas. Precise mathematical ratios for some schools may have to be waived and/or the percentage of deviation calculation changed to include in its calculation a density factor for both majority and minority pupils.

EPILOGUE

One of the most serious issues of the district's Year II planning for desegregation was the question of school closure. Consistent with the district's long range plan, the extensive school refurbishment schedule for conversion to the (4-4-4) grade housing organization, two schools Jones and Washington were scheduled for closure. The planned closure of these schools along with the concommitant reassignment of pupils posed a formidable and complex task. The plan must have a common premise: and should include ways of improving the quality of service the system delivers, and or, maintaining the current level of educational services. The Year II Plan must also be prepared in accordance with the court ordered constraints observed in the preparation of the Final Plan.

Thus the proposed school closure would require:

1. A factual base defining the demographic characteristics for both the Jones and Washington attendance area, and contiguous attendance areas.
2. The partitioning of the respective attendance areas within the framework of constraints used in the preparation of the Final Plan.
3. Simulation of the factual data according to partitioned and expanded attendance areas.
4. Sets of possible alternatives for a prescribed course of action.

5. The preparation of a time and task sequence for actions to be taken:
    5.1 New attendance area maps and boundary description.
    5.2 Pupil assignment lists for all schools.
    5.3 Pupil assignment notification letters to parents.
    5.4 Transportation analysis and safe walking routes.
    5.5 School enrollment projections and racial band analysis

During the four month period from March-June this writer and the data service's staff expended some 1200 manhours preparing for the closure of Jones and Washington. The Board of Education, on June 30, 1976 approved a zero mill tax increase budget for the 1976-77 school year. Thus the budgeted revenues for the school year July 1, 1976 to July 1, 1977 would be at the same level as 1975-76 revenues. This action ensured the closing, as planned, of Jones and Washington Schools. The reader should know that the Board was split on the closure of the schools: advocates of the closure argued that closure was necessary as part of the long range plan, further operating funds to provide negotiated wage increases, increased maintenance and utility costs at each school required funds not available by the zero mill budget. Recent citations by the Bureau of Labor and Industry against each school,Jones and Washington,would require extensive work and capital. Those in favor of retaining the schools open, at least for another school year, argued that operational and maintenance costs for each school are available under the zero mill budget. Further the school closures should also include planning for a central city elementary school.

The legality of the June 30 zero mill resolution was questionable. The question was whether the Board had approved any tax rate at all. In accordance with the school district solicitor's advice a special meeting was held on July 9, 1976 in order to clarify the zero mill tax issue. At this meeting the most vocal supporters of the zero mill tax increase argued for the retention of Jones and Washington while the advocates of closure argued the need for a tax increase to provide for negotiated wage increases, increased utilities and maintenance costs. The Board of Education at this zero mill clarification meeting held July 9, 1976 voted to:

1. Rescind the zero-mill tax budget.
2. Adopt a budget for the 1976-77 school year calling for a 2-1/2 mill real estate tax increase.
3. Adopted a $10.00 per capita occupational privilege tax (50% to be shared by the City of Erie).
4. Scheduled a meeting for July 17, 1976 to establish priorities for the new budget.

At the July 17 meeting the Board voted to retain open for another school year Jones and Washington.

The Board's approval of the 2-1/2 mill tax rate increase and its resolution to retain Washington and Jones schools open for another school year would seriously affect the year II planning. At this writing the preparations to retain Washington and Jones schools open are nearing completion.

These are:

1. Attendance Areas -

   The expanded attendance areas resulting from the proposed (and approved!) Washington and Jones closure have been re-districted to be the same as 1975-76.

2. Attendance Area Maps

   New attendance area maps for (K-5) schools were re-called. 1975-76 maps/boundaries were circulated.

3. Pupil Assignment

   3.1 Data processing of pupil assignments deleting new school assignments and re-assigning students according to the 1975-76 school boundaries.

4. Projected pupil enrollments

   4.1 Preparation of pupil projections retaining Jones and Washington schools open.

The operational plan for the 1976-77 school year will be the same as plan implemented for the 1975-76 school year.

APPENDIX:

SECTION 1: September 1975 Enrollment vs Proposed Elementary Enrollments 3/75.

SECTION 2: Current (75-76) Enrollments vs Proposed Elementary Enrollments 9/76.

SECTION 3: Elementary and Secondary Education Act (E.S.E.A.) Title I Statistics.

SECTION 4: Emergency School Assistance Act (E.S.A.A.) Test Scores.

SECTION 5: Newspaper articles.

SECTION 1

SEPTEMBER 1975 ENROLLMENT

VS

ELEMENTARY ENROLLMENTS 3/75

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: BURNS

GRADES: K-4

CAP. (1-6) ____________
K ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	41	27	68		43	13	56		33	25	58	
1	28	16	44		37	11	48		38	10	48	
2	14	17	31		40	11	51		25	7	32	
3	29	15	44		20	6	26		13	7	20	
4	19	24	43		34	8	42		31	6	37	
5	26	22	48									
6	24	17	41									
7												
8												
9												
10												
11												
12												
TOT. 1-6	140	111	251		131	36	167	21,6	107	30	137	21,9
TOT. 6-8												
TOT. 9-12												
SE	5	1	6						1	0	1	
TOT. ALL	186	139	325		174	49	223		141	55	196	27.04

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: BURTON GRADES: K-4

CAP. (1-6)__________
K __________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	56	40	96		50	40	90		49	60	109	
1	48	61	109		50	40	90		77	45	122	
2	41	56	97		44	61	105		69	52	121	
3	59	47	106		43	54	97		44	48	92	
4	58	55	113		56	53	109		59	48	107	
5												
6												
7												
8												
9												
10												
11												
12												
TOT. 1-6	206	219	425		193	208	401	51.8	249	193	442	45.9
TOT. 6-8												
TOT. 9-12												
SE	13	10	23						7	8	15	
TOT. ALL	275	269	544		243	248	491		305	261	566	46.9

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: CLEVELAND GRADES: K-5

CAP. (1-6) ____
K ____

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	96	5	101		96	4	100		127	11	138	
1	62	6	68		70	4	74		56	11	67	
2	62	7	69		67	7	74		55	8	63	
3	44	4	48		67	7	74		60	10	70	
4	44	1	45		46	7	53		47	3	50	
5	65	3	68		48	20	68		46	17	63	
6	69	3	72									
7												
8												
9												
10												
11												
ESL									0	14	14	
TOT. 1-6	346	24	370		298	45	343	13.1	264	63	327	15.9
TOT. 6-8												
TOT. 9-12												
SE	37	12	49						42	25	67	
TOT. ALL	479	41	520		394	49	443		433	99	532	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: COLUMBUS

GRADES: K-5

CAP. (1-6) __________
K __________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	33	5	38		35	5	40		38	6	44	
1	38	12	50		35	5	40		36	6	42	
2	27	9	36		41	9	50		24	11	35	
3	39	7	46		34	10	44		34	6	40	
4	25	12	37		45	7	52		37	6	43	
5	32	8	40		30	12	42		28	12	46	
6	29	7	36									
7												
8												
9												
10												
11												
12												
TOT. 1-6	190	55	245		185	43	228	18.8	159	41	200	19.2
TOT. 6-8												
TOT. 9-12												
SE	21	0	21						19	0	19	
TOT. ALL	244	60	304		220	48	268		216	47	263	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: CONNELL GRADES: K-5

CAP. (1-6) ____

K ____

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	149	5	154		145	5	150		136	6	142	
1	80	6	86		86	5	92		96	7	103	
2	86	6	92		80	6	86		70	9	79	
3	72	5	77		89	4	93		84	6	90	
4	67	5	72		71	5	76		65	5	70	
5	69	4	73		98	45	143		94	35	129	
6	74	6	80									
7												
8												
9												
10												
11												
12												
TOT. 1-6	448	32	480		425	65	490	13.3	409	62	471	14.4
TOT. 6-8												
TOT. 9-12												
SE	11	3	14						11	3	14	
TOT. ALL	608	40	648		570	70	640		556	71	627	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: DIEHL GRADES: K-5

CAP. (1-6) ____
K ____

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	71	22	93		69	16	85		67	27	94	
1	48	36	84		50	16	86		50	31	81	
2	44	27	71		53	26	79		41	34	75	
3	41	24	65		47	22	69		36	23	59	
4	34	25	59		41	22	63		38	24	62	
5	42	25	67		34	22	56		32	26	58	
6	36	22	58									
7												
8												
9												
10												
11												
12												
TOT. 1-6	245	159	404		225	108	333	32.4	197	138	335	
TOT. 6-8												
TOT. 9-12												
SE												
TOT. ALL	316	181	497		294	124	418		264	165	429	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: EDISON

GRADES: K-5

CAP. (1-6) ____________
K ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	44	28	72		75	37	112		87	42	129	
1	42	19	61		79	28	107		55	27	62	
2	25	17	42		75	21	96		41	18	59	
3	35	17	46		27	13	40		23	17	40	
4	28	6	34		35	9	44		32	15	47	
5	35	10	45		25	5	30		29	7	36	
6	35	7	42									
7												
8												
9												
10												
11												
12												
TOT. 1-6	200	71	270		241	76	317	24.0	160	84	244	
TOT. 6-8												
TOT. 9-12												
SE	71	20	91						59	14	73	
TOT. ALL	315	118	433		316	113	429		306	140	446	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: EMERSON GRADES: K-4

CAP. (1-6) ____________
K ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	77	4	81		99	25	124		98	13	111	
1	55	0	55		82	25	107		76	13	89	
2	45	3	48		81	10	91		72	11	83	
3	48	3	51		59	17	76		57	21	78	
4	52	2	54		63	13	76		69	13	82	
5	49	6	55		58	18	76		63	13	76	
6	45	3	48									
7												
8												
9												
10												
11												
12												
TOT. 1-6	294	17	311		343	83	426	19.4	337	71	408	
TOT. 6-8												
TOT. 9-12												
SE									0	0	0	
TOT. ALL	371	21	392		442	108	550		435	84	519	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: GARFIELD

GRADES: K-5

CAP. (1-6) ____________
K ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	14	48	62									
1	20	37	57									
2	19	37	56									
3	14	26	40									
4	17	28	45		CLOSED SCHOOL				CLOSED SCHOOL			
5	9	18	27									
6	9	19	28									
7												
8												
9												
10												
11												
12												
TOT. 1-6	88	165	253									
TOT. 6-8												
TOT. 9-12												
SE												
TOT. ALL	102	213	315									

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: GLENWOOD GRADES: K-5

CAP. (1-6) ____________
K ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	76	0	76		75	0	75		90	0	90	
1	54	0	54		63	16	79		48	13	61	
2	46	1	47		62	14	76		45	13	58	
3	53	1	54		59	13	72		45	14	59	
4	39	2	41		60	18	78		54	11	65	
5	47	1	48		42	16	58		42	17	59	
6	39	0	39									
7												
8												
9												
10												
11												
12												
TOT. 1-6	278	5	283		286	77	363	21.2	234	68	302	
TOT. 6-8												
TOT. 9-12												
SE	4	0	4						0	0	0	
TOT. ALL	358	5	363		361	77	438		324	68	392	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

CAP. (1-6)__________
K __________

SCHOOL: HAMILTON GRADES: K-5

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	66	2	68		65	3	68		63	0	63	
1	49	2	51		56	26	82		53	30	83	
2	49	5	54		56	18	74		56	13	69	
3	52	4	56		50	5	55		38	1	39	
4	43	5	48		52	4	57		48	0	48	
5	54	1	55		44	4	48		41	0	41	
6												
7												
8												
9												
10												
11												
12												
TOT. 1-6	292	20	312		258	57	315	18.1	236	44	280	
TOT. 6-8												
TOT. 9-12												
SE									0	0	0	
TOT. ALL	358	22	380		323	60	383		299	44	343	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: HARDING

GRADES: K-5

CAP. (1-6) ____________

X ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	71	7	78		70	10	80		61	15	76	
1	50	11	61		50	7	57		49	9	58	
2	59	22	81		56	10	66		54	9	63	
3	44	19	63		67	20	87		53	22	75	
4	61	10	71		58	8	66		42	10	52	
5					67	10	77		51	12	63	
6												
7												
8												
9												
10												
11												
12												
TOT. 1-6	214	62	275		298	55	353	15.6	249	62	311	
TOT. 6-8												
TOT. 9-12												
SE	20	8	29						13	12	25	
TOT. ALL	305	77	382		368	65	433		323	89	412	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: IRVING

GRADES: K-5

CAP. (1-6) ________
K ________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	64	7	71		64	7	71		75	3	78	
1	45	7	52		47	7	54		41	7	48	
2	44	6	50		44	6	50		47	7	54	
3	51	4	55		46	5	51		44	5	49	
4	52	5	57		54	3	57		52	4	56	
5	50	5	55		77	21	98		74	19	93	
6	42	5	47									
7												
8												
9												
10												
11												
12												
TOT. 1-6	284	32	316		268	42	310	13.5	258	42	294	
TOT. 6-8												
TOT. 9-12												
SE	7	0	7						6	0	6	
TOT. ALL	355	39	394		332	49	381		339	45	378	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: JEFFERSON

GRADES: K-5

CAP. (1-6) ____
K ____

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	101	6	107		100	4	104		105	5	110	
1	76	11	87		67	25	92		66	21	87	
2	57	6	63		82	22	104		69	17	86	
3	45	6	51		52	23	75		63	21	84	
4	47	5	52		48	19	67		56	14	70	
5	51	6	57		58	24	82		49	18	67	
6	40	10	50									
7												
8												
9												
10												
11												
12												
TOT. 1-6	316	34	360		307	113	420	26.9	303	91	394	
TOT. 6-8												
TOT. 9-12												
SE	11	6	17						10	5	15	
TOT. ALL	428	56	484		407	117	524		418	101	519	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: JONES GRADES: K-5

CAP. (1-6) ____________

K ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	33	27	60		37	28	65		53	26	79	
1	40	2	42		28	4	32		27	3	30	
2	18	2	20		26	1	27		31	1	32	
3	32	6	38		28	7	35		15	6	21	
4	22	6	28		30	6	36		33	5	38	
5	19	4	23		23	8	31		19	5	24	
6	15	3	18									
7												
8												
9												
10												
11												
12												
TOT. 1-6	146	23	169		135	26	161	16.1	125	20	145	
TOT. 6-8												
TOT. 9-12									0	0	0	
SE												
TOT. ALL	179	50	229		172	54	226		178	46	224	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: LINCOLN

GRADES: K-5

CAP. (1-6) ____

K ____

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	130	7	137		131	9	140		72	2	74	
1	52	4	56		86	23	109		67	23	90	
2	51	11	62		64	22	86		56	17	73	
3	59	4	63		65	20	85		60	18	78	
4	49	3	52		67	15	82		54	11	65	
5	59	8	73									
6												
7												
8												
9												
10												
11												
12												
TOT. 1-6	335	39	374		338	93	431	21.5	284	82	368	
TOT. 6-8												
TOT. 9-12												
SE	3	2	5						5	2	7	
TOT. ALL	468	48	516		469	102	571		363	86	449	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: McKINLEY GRADES: K-5

CAP. (1-6) ____________
K ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	58	13	71		50	15	65		34	12	46	
1	37	10	47		45	13	58		51	13	64	
2	31	6	37		44	13	57		34	14	48	
3	34	10	44		34	13	47		30	12	42	
4	33	12	45		41	12	53		38	9	47	
5	27	9	36		36	16	52		37	13	50	
6	22	9	31									
7												
8												
9												
10												
11												
12												
TOT. 1-6	184	56	240		200	67	267	25.1	190	61	251	
TOT. 6-8												
TOT. 9-12												
SE									0	0	0	
TOT. ALL	242	69	311		250	82	332		224	73	297	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: PENN

GRADES: K-5

CAP. (1-6)

K

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	25	2	27		51	8	59		55	8	63	
1	32	3	35		53	11	64		47	16	63	
2	23	2	25		56	12	68		44	16	60	
3	25	3	28		21	6	27		27	4	31	
4	33	5	38		34	5	39		34	5	39	
5	32	3	35		38	9	47		35	6	41	
6	20	3	23									
7												
8												
9												
10												
11												
12												
TOT. 1-6	165	19	184		202	43	245	17.5	187	47	234	
TOT. 6-8												
TOT. 9-12												
SE									0	0		
TOT. ALL	190	21	211		253	51	304		242	55	297	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: PERRY

GRADES: K-5

CAP. (1-6) __________
K __________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	100	1	101		90	1	91		90	0	90	
1	47	0	47		44	1	45		59	1	60	
2	50	1	51		47	0	47		46	3	49	
3	49	2	51		60	25	85		51	28	79	
4	57	1	58		62	15	77		60	13	73	
5	50	3	53		60	0	60		55	0	55	
6	60	1	61									
7												
8												
9												
10												
11												
12												
TOT. 1-6	313	8	321		273	41	314	13.1	271	45	316	14.2
TOT. 6-8												
TOT. 9-12												
SE	22	5	27						14	5	19	
TOT. ALL	435	14	449		363	42	405		375	50	425	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: WASHINGTON GRADES: K-5

CAP. (1-6)
K

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	36	11	47		42	59	101		43	45	88	
1	37	15	52		24	4	28		28	5	33	
2	17	19	36		27	6	33		24	4	28	
3	26	16	42		20	5	25		12	3	15	
4	36	25	61		17	4	21		21	5	26	
5	20	24	44		30	6	36		31	3	34	
6												
7												
8												
9												
10												
11												
12												
TOT. 1-6	165	119	284		118	25	143	17.4	116	20	136	
TOT. 6-8												
TOT. 9-12												
SE									0	0	0	
TOT. ALL	201	130	331		160	84	244		159	65	224	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: WAYNE

GRADES: 3-6

CAP. (1-6) ________
K ________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K	61	6	67									
1	42	11	53									
2	53	9	62									
3	45	7	52		47	8	55		40	6	46	
4	45	13	58		44	7	51		42	8	50	
5	84	67	151		81	31	112		69	41	110	
6	61	61	122		161	43	204		175	59	234	
7												
8												
9												
10												
11												
12												
TOT. 1-6	230	168	498									
TOT. 6-8												
TOT. 9-12												
SE	24	27	51									
TOT. ALL	415	201	616		333	89	422	21.1	326	114	440	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

CAP. (1-6) ____________
K ____________

SCHOOL: EAST

GRADES: 7-8

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6												
7	133	24	157		104	25	129		123	27	150	
8	126	27	153		136	26	162		145	21	166	
9												
10												
11												
12												
TOT. 1-6												
TOT. 6-8					240	51	291	17.5	268	48	316	
TOT. 9-12												
SE												
TOT. ALL	259	51	310		240	51	291	17.5	268	48	316	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: GRIDLEY GRADES: 6-8

CAP. (1-6)
K

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6		33	98	131	146	40	186		136	49	185	
7		31	97	128	133	36	169		139	37	176	
8					155	35	190		132	33	165	
9												
10												
11												
12												
TOT. 1-6												
TOT. 6-8		64	195	259	434	111	545	20.4	407	119	526	
TOT. 9-12												
SE		10	7	17								
TOT. ALL		74	202	276	434	111	545	20.4	407	119	526	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: MEMORIAL GRADES: 6-8

CAP. (1-6) ____________
K ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6					171	37	208		183	36	219	
7	211	41	252		195	36	231		213	39	252	
8	245	35	280		249	38	287		228	38	266	
9												
10												
11												
12												
TOT. 1-6												
TOT. 6-8	469	63	532		615	111	726	153	624	113	737	
TOT. 9-12												
SE	27	40	67		27	40	67		57	32	89	
TOT. ALL	496	103	599						681	145	826	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: ROOSEVELT GRADES: 6-8

CAP. (1-6) ______
K ______

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6					196	70	266		199	68	267	
7	167	36	203		148	60	208		154	73	227	
8	61	61	265		197	44	241		181	34	215	
9												
10												
11												
12												
TOT. 1-6												
TOT. 6-8	370	97	468		541	174	715	24.3	534	175	709	
TOT. 9-12												
SE	12	13	25		12	13	25		15	11	26	
TOT. ALL	383	110	493						549	186	735	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: WILSON GRADES: 6-8

CAP. (1-6)
K

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6					208	42	250		180	47	227	
7	256	55	311		250	53	303		232	59	291	
8	238	75	313		256	57	313		258	57	315	
9												
10												
11												
12												
TOT. 1-6	494	130	624		714	152	866	17.6	670	163	833	
TOT. 6-8												
TOT. 9-12												
SE	20	10	30		20	10	30		27	12	39	
TOT. ALL	514	140	654						697	175	872	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: EAST

GRADES: 9-12

CAP. (1-6) ____

K ____

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6												
7												
8												
9	217	96	313		225	95	320		222	113	335	
10	182	48	230		228	104	332		196	74	270	
11	158	36	194		194	50	244		166	42	208	
12	184	33	217		161	37	198		152	27	179	
TOT. 1-6												
TOT. 6-8												
TOT. 9-12					808	286	1094	26.1	736	256	992	
SE	12	3	15		12	3	15		12	4	16	
TOT. ALL	753	216	969						748	260	1008	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: VINCENT

GRADES: 9-12

CAP. (1-6) ____________

K ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6												
7												
8												
9	310	49	359		286	43	329		268	64	332	
10	258	44	302		329	47	376		306	43	349	
11	311	29	340		272	45	317		233	33	266	
12	304	25	329		329	30	359		298	28	326	
TOT. 1-6												
TOT. 6-8												
TOT. 9-12					1216	165	1381	11,9	1105	168	1273	
SE	44	13	57		15	0	15		12	0	12	
TOT. ALL	1227	160	1387						1117	168	1285	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: TECH GREEN (X) GRADES: 9–12

CAP. (1-6) ____
K ____

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6												
7												
8												
9	307	10	317		318	16	334		346	28	374	
10	357	21	378		289	9	298		291	10	301	
11	336	15	351		375	20	395		316	14	330	
12	230	8	238		336	17	353		310	19	329	
TOT. 1-6									1263	71	1307	
TOT. 6-8												
TOT. 9-12					1318	62	1380	4,5				
SE	42	7	49		45	9	54		63	24	87	
TOT. ALL	1272	61	1333		1363	71	1434		1326	95	1394	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: TECH WHITE (Y)   GRADES: 9-12

CAP. (1-6) ____________
K ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6												
7												
8												
9	328	20	348		293	19	312		323	18	341	
10	282	15	297		331	19	350		359	28	387	
11	289	17	306		285	15	300		289	17	306	
12	277	20	297		296	15	311		288	16	304	
TOT. 1-6									1259	79	1338	
TOT. 6-8												
TOT. 9-12					1205	68	1273	5.3				
SE	36	17	53		36	20	56		44	18	62	
TOT. ALL	1212	89	1301		1241	88	1329		1303	97	1400	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: ACADEMY GRADES: 9-12

CAP. (1-6)________
K ________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6												
7												
8												
9	182	75	257		219	80	299		171	80	251	
10	180	68	248		184	79	263		201	70	271	
11	199	49	248		190	68	258		164	51	215	
12	285	57	342		207	49	256		205	45	250	
TOT. 1-6									741	246	987	
TOT. 6-8												
TOT. 9-12					800	276	1076	25.7				
SE	21	28	49		20	25	45		26	43	69	
TOT. ALL	867	277	1144						767	289	1056	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: HOMEBOUND GRADES: SE

CAP. (1-6) ____________
K ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
TOT. 1-6												
TOT. 6-8												
TOT. 9-12												
SE	44	8	52						8	0	8	
TOT. ALL	44	8	52						8	0	8	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: BARBER CENTER GRADES: SE

CAP. (1-6) ____
K ____

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
TOT. 1-6												
TOT. 6-8												
TOT. 9-12												
SE	26	1	27						31	5	36	
TOT. ALL	26	1	27						31	5	36	

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: MIDDLE GRADES: 5-8

CAP. (1-6) ____________
K ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4						CLOSED						
5	64	23	87									
6	64	10	74									
7	73	17	90									
8	77	14	91									
9												
10												
11												
12												
TOT. 1-6	278	64	342									
TOT. 6-8												
TOT. 9-12												
SE	9	8	17									
TOT. ALL	287	72	359									

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: COTTAGE GRADES: 7-12

CAP. (1-6) __________
K __________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6					CLOSED							
7	3	0	3									
8	5	3	8									
9	4	4	8									
10	6	1	7									
11	8	3	11									
12	4	1	5									
TOT. 1-6												
TOT. 6-8												
TOT. 9-12												
SE												
TOT. ALL	12	30	42									

COMMENTS:

SEPT. 1975 ENROLLMENT VS PROPOSED ELEMENTARY ENROLLMENTS 3/75

SCHOOL: ERIE INFANTS HOME GRADES: ____________

CAP. (1-6) ____________
K ____________

GR	ENROLLMENT MAY 1975				PROJECTED ENROLLMENT SEPT. 1975				ENROLLMENT SEPT. 10, 1975			
	W	B/O	T	%B	W	B/O	T	%B	W	B	T	%B
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
TOT. 1-6												
TOT. 6-8												
TOT. 9-12												
SE	17	2	19						17	2	19	
TOT. ALL	17	2	19						17	2	19	

COMMENTS:

MIDDLE SCHOOLS

GRIDLEY:

Grade 6	W	B	T
Harding	49	12	61
Emerson	61	13	74
Burns (Irving)	16	16	32
Jones	18	6	24
Penn	35	5	40
Wayne (Pure)	44	15	59
Edison	29	7	36
TOTAL	252	74	326

GRIDLEY:

	W	B	T
Grade 6	252	74	326
Grade 7	128	52	180
Grade 8	137	36	173
TOTAL	517	162	679

MEMORIAL:

Grade 6	W	B	T
Washington	28	3	31
Marshall	2	2	4
Irving	8	2	10
Jefferson	27	9	36
Perry	27	0	27
Cleveland	15	15	30
Glenwood	43	18	61
Columbus	7	7	14
TOTAL	157	56	213

MEMORIAL:

	W	B	T
Grade 6	157	56	213
Grade 7	209	37	246
Grade 8	220	36	256
TOTAL (6-8)	586	129	715
SPECIAL EDUCATION	59	33	92
TOTAL	645	162	807

ROOSEVELT:

Grade 6	W	B	T
Hamilton	42	0	42
Columbus	15	7	22
Irving	55	3	58
Perry	28	0	28
Cleveland	40	2	42
	180	12	192
Roosevelt I	25	60	85
TOTAL	205	72	277

ROOSEVELT:

	W	B	T
Grade 6	205	72	277
Grade 7	185	71	256
Grade 8	150	64	214
TOTAL (6-8)	540	207	747
SPECIAL EDUCATION	15	10	25
TOTAL	555	217	772

WILSON:

Grade 6	W	B	T
Connell	70	5	75
Lincoln	45	13	58
McKinley	37	17	54
Marshall	1	5	6
Jefferson	19	18	37
Diehl	20	15	35
Burton	15	10	25
TOTAL	207	83	290

WILSON:

	W	B	T
Grade 6	207	83	290
Grade 7	178	46	224
Grade 8	226	71	297
TOTAL (6-8)	611	200	811
SPECIAL EDUCATION	25	13	38
TOTAL	636	213	849

EAST:

	W	B	T
Grade 7	173	57	230
Grade 8	113	25	138
TOTAL	286	82	368

SENIOR HIGH SCHOOLS

ACADEMY:

	W	B	T	
Grade 9	180	70	250	
Grade 10	169	83	252	
Grade 11	194	78	272	
Grade 12	161	49	210	
TOTAL (9-12)	704	280	984	28.4%
SPECIAL EDUCATION	21	38	59	
TOTAL	725	318	1043	30.5%

EAST:

	W	B	T	
Grade 9	200	70	270	
Grade 10	196	98	294	
Grade 11	170	63	233	
Grade 12	162	45	207	
TOTAL (9-12)	728	276	1004	27.5%
SPECIAL EDUCATION	10	4	14	
TOTAL	738	280	1018	

STRONG VINCENT:

	W	B	T	
Grade 9	240	40	280	
Grade 10	258	58	316	
Grade 11	288	42	330	
Grade 12	219	35	254	
TOTAL (9-12)	1005	175	1180	14.8%
SPECIAL EDUCATION	7	5	12	
TOTAL	1012	180	1192	15.1%

TECH-Y (WHITE):

	W	B	T	
Grade 9	302	25	327	
Grade 10	305	25	330	
Grade 11	337	31	368	
Grade 12	269	16	285	
TOTAL (9-12)	1213	97	1310	7.4%
SPECIAL EDUCATION	34	21	55	
TOTAL	1247	118	1365	

TECH-X (GREEN):

	W	B	T	
Grade 9	298	27	325	
Grade 10	333	27	360	
Grade 11	261	22	283	
Grade 12	295	25	320	
TOTAL (9-12)	1187	101	1288	7.8%
SPECIAL EDUCATION	51	24	75	
TOTAL	1238	125	1363	

SECTION 2

CURRENT (75-76) ENROLLMENTS

vs

PROPOSED ELEMENTARY ENROLLMENTS 9/76

MIDDLE SCHOOL PROJECTIONS

1975-76 SCHOOL YEAR

	W	6 B/O	T	W	6 B/O	T	W	8 B/O	T	W	T B/O	T	%B/O
EAST (7-8)				104	25	129	136	26	162	240	51	291	17.5
GRIDLEY (6-7-8)	146	40	186	133	36	169	155	35	190	434	111	545	20.4
MEMORIAL (6-7-8)	171	37	208	195	36	231	249	38	287	615	111	726	15.3
ROOSEVELT (6-7-8)	196	70	266	148	60	208	197	44	241	541	174	715	24.3
WILSON (6-7-8)	208	42	250	250	53	303	256	57	313	714	152	866	17.6
WAYNE (6)	158	41	199							158	41	199	20.6
TOTAL	879	230	1109	830	210	1040	993	200	1193	2702	640	3342	19.2

RACIAL BAND SUMMARY

(6-7-8) Black % = 19.2

Racial Band = 11.4 to 26.9

Low = 19.2 - (5.8 + 2.0)
= 11.4

High = 19.2 + (5.8 + 2.0)
= 26.9

All Middle Schools grades (6-7-8) will be racially balanced.

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

PRESENT K-4

SCHOOL: BURNS (K-4) GRADES: PROPOSED K-4

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	34	21	55		30	20	50		60	30	90	
1	34	11	45		24	15	39		54	25	79	
2	27	8	35		32	11	43		54	17	71	
3	13	8	21		24	7	31		59	8	67	
4	32	7	39		13	10	23		35	16	51	
5												
6												
TOTAL 1-4	106	34	140	24.3	93	43	136	31.6	202	66	268	24.6
SE	5	0	0		5	0	5		5	0	5	
TOTAL ALL	145	55	200		128	63	191		267	96	363	

ADJUSTMENTS FROM JONES

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K	30	10	40				30	10	40
1	30	10	40				30	10	40
2	22	6	28				22	6	28
3	35	1	36				35	1	36
4	22	6	28				22	6	28
5									
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: BURTON GRADES: PRESENT K-4
PROPOSED K-4

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	54	63	117		50	60	110		50	60	110	
1	73	48	121		58	45	103		58	45	103	
2	76	47	123		69	45	115		69	45	114	
3	44	51	95		71	44	115		71	44	115	
4	58	48	106		40	49	89		40	49	89	
5												
6												
TOTAL 1-4	251	194	445	43.6	238	183	421	43.6	238	183	421	43.6
SE	8	9	17		20	6	26		20	6	26	
TOTAL ALL	313	266	579		308	249	557		308	250	557	

CONTINUE 1975-76 GRADE 1 and 2 FROM WAYNE

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K									
1									
2									
3									
4									
5									
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

PRESENT K-4

SCHOOL: CLEVELAND GRADES: PROPOSED K-4

GR	ENROLLMENT FEB. 1976				PURE PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	129	11	140		120	10	130		120	10	130	
1	60	8	68		78	11	89		88	31	119	
2	54	7	61		58	8	66		58	8	66	
3	62	9	71		51	6	57		51	6	57	
4	45	3	48		43	9	52		43	9	52	
5	45	15	60		43	2	45		43.	2	45	
Bi-Ling	2	15	17		2	15	17		2	15	17	
TOTAL 1-5	268	57	325	17.5	275	51	326	15.6	285	71	356	19.9
SE	41	11	52		41	11	52		41	11	52	
TOTAL ALL	438	79	517		436	72	508		446	92	538	

ADJUSTMENTS FROM MARSHALL AREA GRADE I

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K									
1	10	20	30				10	20	30
2									
3									
4									
5									
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: COLUMBUS **GRADES:** **PRESENT** K-5
PROPOSED K-5

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	38	7	45		34	8	42		52	10	62	
1	36	8	44		34	7	41		54	10	64	
2	26	11	37		34	8	42		54	12	66	
3	29	6	35		23	10	33		38	12	50	
4	34	6	40		27	6	33		34	9	43	
5	29	14	43		32	5	37		39	8	47	
6												
TOTAL 1-5	154	45	199	23.7	150	36	186	14.3	219	51	270	18.9
SE	20	0	20		20	0	20		53	14	67	
TOTAL ALL	212	52	264		204	44	248		324	75	399	

ADD WAYNE SPEC. ED. W=33
B=14
= 47

ADJUSTMENTS FROM WASHINGTON

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K	18	2	20				18	2	20
1	20	3	23				20	3	23
2	20	4	24				20	4	24
3	15	2	17				15	2	17
4	7	3	10				7	3	10
5	7	3	10				7	3	10
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: CONNELL

GRADES: PRESENT K-5
PROPOSED K-5

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	134	7	141		130	8	138		130	8	138	
1	91	11	102		82	6	88		82	6	88	
2	72	7	79		88	11	99		88	11	99	
3	84	6	90		68	6	74		68	6	74	
4	62	6	68		80	6	86		80	6	86	
5	93	34	127		60	6	66		76	42	118	
6												
TOTAL 1-5	402	64	466	13.7	378	36	413	8.5	394	71	465	15.2
SE	11	3	14		11	3	14		11	3	14	
TOTAL ALL	547	72	621		519	46	565		535	82	617	

ADJUSTMENTS FROM BURTON

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K									
1									
2									
3									
4									
5	16	36	52				16	36	52
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: DIEHL

GRADES: PRESENT K-5

PROPOSED K-5

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	66	23	89		64	21	85		64	21	85	
1	50	33	83		52	23	75		52	23	75	
2	40	31	71		47	31	78		47	31	78	
3	37	21	58		36	29	65		36	29	65	
4	38	24	62		34	20	54		34	20	54	
5	34	25	59		35	22	57		71	33	104	
6												
TOTAL 1-5	199	134	33	40.2	204	125	329	37.9	240	136	376	36.2
SE												
TOTAL ALL	265	157	422		268	146	414		304	157	461	

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K									
1									
2									
3									
4									
5	36	12	58				36	12	58
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: EDISON

GRADES: PRESENT K-5
PROPOSED

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	87	39	126		85	37	122		85	37	122	
1	34	22	56		59	33	92		59	33	92	
2	39	18	57		32	22	54		32	22	54	
3	22	17	39		20	17	37		20	17	37	
4	32	15	47		30	15	45		70	23	93	
5	29	7	36		30	14	44		70.	24	94	
6												
TOTAL 1-5	156	79	235		171	101	272	37.1	251	119	370	32.2
SE	58	17	75		58	17	75		58	17	75	
TOTAL ALL	301	135	436		314	155	469		394	173	567	

ADJUSTMENTS FROM WAYNE AREA

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K									
1									
2									
3									
4	40	8	48				40	8	48
5	40	10	50				40	10	50
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

PRESENT K-5

SCHOOL: EMERSON GRADES: PROPOSED

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	94	15	109		90	13	103		90	13	103	
1	75	13	88		68	14	82		68	14	82	
2	72	9	81		72	11	83		72	11	83	
3	53	19	72		67	8	75		67	8	75	
4	72	13	85		49	17	66		49	17	66	
5	61	13	74		68	10	78		68	10	78	
6												
TOTAL 1-5	333	67	400	16.8	324	60	384	15.6	324	60	384	15.6
SE	0	0	0									
TOTAL ALL	427	82	509		414	73	487		414	73	487	

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K									
1									
2									
3									
4									
5									
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: GLENWOOD

GRADES: PRESENT K-5

PROPOSED

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	86	0	86		85	0	85		107	4	111	
1	46	11	57		50	10	60		64	23	87	
2	49	10	59		44	11	55		49	11	60	
3	46	12	58		46	9	55		51	9	60	
4	54	12	66		44	12	56		49	12	61	
5	43	18	61		52	11	63		58	11	69	
6												
TOTAL 1-5	238	63	301	20.9	236	53	289	18.3	265	66	331	19.9
SE	0	0	0						0	0	0	
TOTAL ALL	324	63	387		321	53	374		372	70	442	

ADJUSTMENTS FROM GARFIELD & WASHINGTON

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K	G 10 W 12	2 2	12 14				22	4	26
1	G 9 W 5	3 10	12 15				14	13	27
2	W 5	0	5				5	0	5
3	W 5	0	5				5	0	5
4	W 5	0	5				5	0	5
5	W 6	0	6				0	0	0
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: HAMILTON GRADES: PRESENT K-5
PROPOSED

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	61	1	62		60	0	60		60	0	60	
1	52	29	81		43	0	43		43	0	43	
2	54	14	68		49	28	77		49	28	77	
3	35	2	37		50	12	62		50	12	622	
4	47	0	47		33	2	35		33	2	35	
5	42	0	42		44	0	44		44	0	44	
6												
TOTAL 1-5	230	45	275	16.4	219	42	261	16.0	219	42	261	16.0
SE	0	0	0									
TOTAL ALL	291	46	337		279	42	321		279	42	321	

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K									
1									
2									
3									
4									
5									
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: HARDING

GRADES: PRESENT K-5
PROPOSED

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	61	16	77		60	10	70		60	10	70	
1	46	9	55		46	14	60		46	14	60	
2	51	8	59		44	9	53		44	9	53	
3	48	21	69		48	7	55		48	7	55	
4	40	10	50		46	19	65		46	[illegible]9	65	
5	49	12	61		38	9	47		38.	9	47	
Bi-Ling.	20	18	18		0	12	12		0	12	12	
TOTAL 1-5	234	78	312	25.0	222	70	292	23.9	222	70	292	23.9
SE	14	4	18		17	4	21		17	4	21	
TOTAL ALL	309	98	407		299	84	3833		299	84	383	

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K									
1									
2									
3									
4									
5									
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: IRVING GRADES: PRESENT K-5
PROPOSED

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	72	3	75		70	3	73		70	3	73	
1	41	7	48		38	2	40		38	2	40	
2	44	8	52		39	7	46		39	7	46	
3	46	5	51		41	7	48		41	7	48	
4	50	4	54		44	5	49		44	5	49	
5	77	19	96		50	4	54		115	24	139	
6												
TOTAL 1-5	258	43	301	14.3	212	25	237	10.5	277	45	322	13.7
SE	6	2	8		6	6	6		6	2	8	
TOTAL ALL	336	48	384		289	30	318		353	50	403	

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K									
1									
2									
3									
4									
5 J	34	4	38						
5 B	32	15	47				66	19	85
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: JEFFERSON GRADES: PRESENT K-5
PROPOSED

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	98	7	105		95	7	102		99	17	116	
1	63	20	83		64	21	85		69	36	105	
2	67	20	87		61	20	81		61	20	81	
3	62	19	81		64	19	83		64	19	83	
4	53	15	68		60	19	79		60	19	79	
5	46	21	67		51	14	65		51.	14	65	
6												
TOTAL 1-5	291	95	386	24.6	300	93	393	42.2	305	108	413	26.2
SE	9	6	15		12	6	18		12	6	18	
TOTAL ALL	398	108	506		407	106	513		416	131	547	

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K	4	10	14				4	10	14
1	5	15	20				5	15	20
2									
3									
4									
5									
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: JONES GRADES: PRESENT K-5
PROPOSED

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	50	27	77				72					
1	22	6	28				40					
2	35	1	36				28					
3	22	6	28				36					
4	33	4	37	CLOSED			28					
5	18	6	24				38					
6							0					
TOTAL 1-5	130	23	153	15.0			170					
SE	0	0	0									
TOTAL ALL	180	50	230				242					

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K									
1									
2									
3									
4									
5									
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: LINCOLN

GRADES: PRESENT K-5
PROPOSED

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	72	4	76		70	5	75		75	5	80	
1	67	22	89		50	4	54		56	13	69	
2	57	17	74		63	20	83		63	20	83	
3	52	19	71		52	15	67		52	15	67	
4	57	13	70		49	17	66		49	17	66	
5	45	13	58		54	11	65		54	11	65	
6												
TOTAL 1-5	278	84	362	23.2	268	67	335	20.2	274	76	350	21.9
SE	6	2	8		8	2	10		8	2	10	
TOTAL ALL	356	90	446		346	74	420		357	83	440	

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K	5	0	5				5	5	10
1	6	9	15				6	9	15
2									
3									
4									
5									
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: McKINLEY

GRADES: PRESENT K-5
PROPOSED

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	34	12	46		32	10	42		37	10	47	
1	53	22	75		35	12	47		42	15	57	
2	32	13	45		49	21	70		49	21	70	
3	30	10	40		28	11	39		28	11	39	
4	38	16	54		28	10	38		28	10	38	
5	37	17	54		35	14	49		35.	14	49	
6												
TOTAL 1-5	190	78	268	29.0	175	68	243	27.9	182	71	253	28.0
SE	0	0	0		0	0	0		0	0	0	
TOTAL ALL	224	90	314		207	78	285		219	81	300	

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K	5	0	5				5	0	5
1	7	3	10				7	3	10
2									
3									
4									
5									
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: PENN

GRADES: PRESENT K-5

PROPOSED

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	57	7	64		55	8	63		55	8	63	
1	40	16	56		38	10	48		38	10	48	
2	46	15	61		36	15	51		36	15	51	
3	27	3	30		42	13	55		42	13	55	
4	34	5	39		25	3	28		25	3	28	
5	35	5	40		32	4	36		32	4	36	
6												
TOTAL 1-5	182	44	226	19.5	173	45	218	20.6	173	45	218	20.6
SE	0	0	0									
TOTAL ALL	239	51	290		228	53	281		228	53	281	

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K									
1									
2									
3									
4									
5									
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: PERRY

GRADES: PRESENT K-5
PROPOSED

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	94	1	95		90	1	91		107	16	123	
1	57	0	57		53	1	54		53	1	54	
2	42	1	43		55	1	56		55	1	56	
3	56	21	77		37	1	38		37	1	38	
4	57	14	71		52	22	73		52	22	74	
5	55	0	55		53	16	69		53	16	69	
6												
TOTAL 1-5	267	36	303	12.0	250	41	291	14.5	250	41	291	
SE	12	5	17		12	5	17		12	5	17	
TOTAL ALL	373	42	415		352	47	397		369	62	431	

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K	17	15	32				17	15	32
1									
2									
3									
4									
5									
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

PRESENT K-5

SCHOOL: WASHINGTON GRADES: PROPOSED

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K	43	41	84				70					
1	25	5	30				38					
2	22	3	25				29					
3	11	4	15				22					
4	16	5	21				15					
5	28	3	31	CLOSED			16					
6							0					
TOTAL 1-5	102	20	122	16.4			120					
SE	0	0	0				0					
TOTAL ALL	145	[illegible]1	206				190					

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K									
1									
2									
3									
4									
5									
6									

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA
CURRENT (75-76) VS PROPOSED ELEMENTARY ENROLLMENTS (9/76)

SCHOOL: WAYNE

GRADES: PRESENT ____________
PROPOSED ____________

GR	ENROLLMENT FEB. 1976				PROJECTED ENROLLMENT SEPT. 1976							
	W	B	T	%B	W	B	T	%B	W	B	T	%B
K												
1												
2												
3	41	6	47									
4	40	9	49									
5	72	38	110	CLOSED								
6	173	57	230									
TOTAL 3-6	326	110	436	25.6								
SE	33	14	47									
TOTAL ALL	359	124	483									

ADJUSTMENTS

9/75 GR	MOVE IN (+)			MOVE OUT (-)			TOTAL CHANGE (+ OR -)		
	W	B	T	W	B	T	W	B	T
K									
1									
2									
3									
4									
5									
6									

SECTION 3

ELEMENTARY AND SECONDARY EDUCATION SCHOOL ACT (ESEA Title I)

Selection of Eligible Attendance Areas (Source - November 74 AFDC Data and School Judgment)

School and Grade Span		1 School Enrollment	2 Attendance Area Total	3 AFDC Public Schools	4 AFDC Private Schools	5 Total AFDC	6 Percent Column 5 ÷ Column 2	7 Ranking of Column 6	8 Total Low Income (includes AFDC)	9 Percent Column 7 ÷ Column 2	10 Ranking of Column 9
Burns School	K-4	235	292	99	11	110	37.7	4	197	67.5	2
Burton School	K-4	622	749	326	62	388	51.8	1	498	66.5	3
Cleveland School	K-5	482	850	47	1	48	5.6	16	105	12.4	15
Columbus School	K-5	288	346	106	27	133	38.4	3	235	68.0	1
Connell School	K-5	654	999	17	1	18	1.8	20	73	7.3	18
Diehl School	K-5	418	611	108	37	145	23.7	7	175	28.6	7
Edison School	K-5	406	550	166	10	176	32.0	5	229	41.6	5
Emerson School	K-5	550	790	85	9	94	11.9	10	142	18.0	11
Glenwood School	K-5	441	770	41	4	45	5.8	15	66	8.6	17
Hamilton School	K-5	383	648	25	3	28	4.3	19	46	7.1	19
Harding School	K-5	450	716	36	2	38	5.3	17	96	13.4	13
Irving School	K-5	385	585	60	8	68	11.6	11	95	16.2	12
Jefferson School	K-5	542	1032	69	8	77	7.5	13	133	12.9	14
Jones School	K-5	226	370	93	60	153	41.4	2	149	40.3	6
Lincoln School	K-5	578	1128	64	10	74	6.6	14	121	10.7	16

Selection of Eligible Attendance Areas (Source - November 74 AFDC Data and School Judgment)

School and Grade Span		1 School Enrollment	2 Attendance Area Total	3 AFDC Public Schools	4 AFDC Private Schools	5 Total AFDC	6 Percent Column 5 ÷ Column 2	7 Ranking of Column 6	8 Total Low Income (includes AFDC)	9 Percent Column 7 ÷ Column 2	10 Ranking of Column 9
McKinley School	K-5	332	526	47	11	58	11.0	12	132	25.1	9
Penn School	K-5	304	568	44	40	84	14.8	9	139	24.5	10
Perry School	K-5	405	708	32	1	33	4.7	18	38	5.4	20
Washington School	K-5	244	374	90	20	110	29.4	6	173	46.3	4
Wayne School	3-6	526	813	108	82	190	23.4	8	231	28.4	8
Dr. Barber Center	Sp.Ed.	27	27	0	0	0	N/A	N/A	0	N/A	
Erie Infants Home	Sp.Ed.	19	19	0	0	0	N/A	N/A	0	N/A	
SUB TOTAL		8517	13471	1663	407	2070	15.4		3073	22.8	
Gridley Jr. H.S.	6-8	562	882	83	19	102	11.6	2	280	31.7	1
Memorial H.S.	6-8	793	1325	112	21	133	10.0	3	339	25.6	2
Roosevelt H.S.	6-8	740	1226	156	12	168	13.7	1	310	25.3	3
Wilson Jr. H.S.	6-8	896	1800	98	28	126	7.0	4	385	21.4	4
SUB TOTAL		2991	5233	449	80	529	10.1		1314	25.1	

Selection of Eligible Attendance Areas (Source - November 74 AFDC Data and School Judgment)

School and Grade Span		1 School Enrollment	2 Attendance Area Total	3 AFDC Public Schools	4 AFDC Private Schools	5 Total AFDC	6 Percent Column 5 ÷ Column 2	7 Ranking of Column 6	8 Total Low Income (includes AFDC)	9 Percent Column 7 ÷ Column 2	10 Ranking of Column 9
Academy H.S.	9-12	1029	2021	134	4	138	6.8	2	321	15.9	3
East H.S.	7-12	1400	2302	152	68	220	9.5	1	573	24.9	1
Tech X H.S.	9-12	1482	1482	44	0	44	3.0	5	146	9.9	5
Tech Y H.S.	9-12	1459	1459	69	0	69	4.7	3	219	15.0	4
S. Vincent H.S.	9-12	1338	2003	89	1	90	4.5	4	416	20.8	2
Cottage Program	Sp.Ed.	21	21	0	0	0	N/A		0	N/A	
Home Tutoring Program	Sp.Ed.	14	14	0	0	0	N/A		0	N/A	
New Direction Center	Sp.Ed.	18	18	0	0	0	N/A		0	N/A	
Other: Institutions			150	0	0	0	N/A		0	N/A	
SUB TOTAL		6761	9470	488	73	561	5.9		1675	17.7	
GRAND TOTAL		18269	28174	2600	560	3160	11.2		6062	21.5	

	Private Schools - Students and Their Attendance Area			Burns	Burton	Cleveland	Columbus	Connell	Diehl	Edison	Emerson	Glenwood	Har
	City Residents Enr.	School	School Enr.	K-4	K-4	K-4	K-4	K-4	K-4	K-4	K-4	K-4	K-4
1	547	Blessed Sacrament	552	-	-	78	-	-	-	-	3	2	204
2	160	Holy Family	168	-	17	-	-	2	11	1	-	-	-
3	460	Holy Rosary	475	-	14	-	-	58	-	-	3	-	-
4	160	Holy Trinity	160	-	5	-	-	17	-	-	-	-	-
5	170	Mount Calvary	170	-	1	-	-	-	-	117	-	-	-
6	593	Lady of Mount Carmel	465	-	-	-	-	210	6	-	-	1	-
7	293	Our Lady Christian	456	-	-	1	-	-	-	-	1	-	1
8	200	Our Lady of Peace	794	-	-	127	-	-	-	-	-	3	36
9	528	Sacred Heart	531	-	-	4	1	-	-	-	-	51	-
10	414	St. Andrew	409	6	-	-	4	-	-	-	197	-	-
11	388	St. George	815	-	-	119	-	-	-	-	1	119	1
12	130	St. Hedwig	148	-	-	-	-	-	-	-	-	-	-
13	383	St. James	465	-	74	-	-	7	167	1	-	-	-
14	589	St. John	600	-	5	-	-	5	1	-	-	-	-
15	219	St. Joseph	219	-	-	-	1	-	-	-	-	44	-
16	587	St. Luke	618	-	-	-	-	15	1	-	-	17	2
17	268	St. Mary	161	-	-	-	-	-	-	1	1	-	-
18	234	St. Patrick	235	27	-	-	-	-	1	3	5	-	-
19	145	St. Paul	145	1	-	1	45	-	-	-	1	-	4
20	284	St. Stanislaus	287	-	5	-	-	8	-	-	-	-	-
21	256	Spirit of Christ	262	-	1	-	1	-	-	18	-	-	-
22	108	Villa Elementary	139	1	-	7	1	-	-	-	8	12	6
23	434	Cathedral Center	478	10	-	4	1	-	1	-	15	48	3
24	84	Erie Day School	138	-	-	5	-	7	-	-	-	12	-
25	60	C. C. Day School	60	3	2	-	2	2	3	-	2	3	-
26	100	Word of God	109	3	-	12	-	5	-	-	-	7	3
27	50	Bethel Christian	50	2	-	6	-	5	-	2	-	6	2
28	116	Dr. Barber Center	224	4	3	3	2	3	2	2	3	3	3
29	6	Perceptual Center	50	-	-	1	-	1	-	-	-	1	-
30	392	St. Benedicts	414	-	-	-	-	-	-	-	-	-	-
31	791	Cathedral Prep	1022	-	-	-	-	-	-	-	-	-	-
32	283	Mercyhurst Prep	351	-	-	-	-	-	-	-	-	-	-
33	481	Villa Maria Academy	609	-	-	-	-	-	-	-	-	-	-
34	31	St. Marks	78	-	-	-	-	-	-	-	-	-	-
35	99	Kanty Prep	139	-	-	-	-	-	-	-	-	-	-
36	16	Harborcreek T.S.	60	-	-	-	-	-	-	-	-	-	-
37	2	Lake Erie Academy	4	-	-	-	-	-	-	-	-	-	-
38	150	Institutions	150										
	---------	TOTALS	-------	57	127	368	58	345	193	144	240	329	265

Private Schools - Students and Their Attendance Area

	City Residents Enr.	School	School Enr.	Harding K-4	Irving K-4	Jefferson K-4	Jones K-4	Lincoln K-4	McKinley K-4	Penn K-4	Perry K-4	Washington K-4	Wayne 3-6
1	547	Blessed Sacrament	552	-	29	-	-	-	1	-	58	-	-
2	160	Holy Family	168	-	-	2	-	3	1	6	-	-	73
3	460	Holy Rosary	475	-	-	-	-	193	65	1	-	-	1
4	160	Holy Trinity	160	-	-	-	-	21	50	-	-	-	-
5	170	Mount Calvary	170	-	2	-	-	-	-	2	-	-	-
6	593	Lady of Mount Carmel	465	-	-	-	-	51	1	-	-	-	-
7	293	Our Lady Christian	456	132	-	-	-	-	-	-	2	-	-
8	200	Our Lady of Peace	794	1	2	3	1	-	-	-	11	-	-
9	528	Sacred Heart	531	-	134	-	-	-	-	-	193	-	-
10	414	St. Andrew	409	47	-	-	1	-	-	-	11	1	-
11	388	St. George	815	-	1	-	-	-	1	-	-	-	-
12	130	St. Hedwig	148	3	-	1	23	5	-	42	-	-	11
13	383	St. James	465	-	-	-	-	-	-	-	-	-	2
14	589	St. John	600	-	-	127	1	126	50	-	1	-	-
15	219	St. Joseph	219	-	-	7	-	-	-	-	4	76	1
16	587	St. Luke	618	-	-	248	-	120	-	1	-	-	-
17	268	St. Mary	161	4	-	-	28	1	3	43	-	1	3
18	234	St. Patrick	235	-	-	-	71	-	-	40	-	7	6
19	145	St. Paul	145	-	12	-	1	-	-	1	1	20	-
20	284	St. Stanislaus	287	2	2	7	11	9	11	125	1	1	10
21	256	Spirit of Christ	262	-	-	2	-	1	-	1	-	-	169
22	108	Villa Elementary	139	9	2	6	2	1	2	-	3	3	4
23	434	Cathedral Center	478	42	4	56	4	8	2	-	14	7	1
24	84	Erie Day School	138	18	-	8	-	-	-	-	-	-	-
25	60	C. C. Day School	60	-	6	3	-	3	3	-	-	2	4
26	100	Word of God	109	3	4	4	-	3	-	-	-	5	2
27	50	Bethel Christian	50	1	-	3	-	3	2	-	-	3	-
28	116	Dr. Barber Center	224	3	2	3	1	2	2	2	2	4	-
29	6	Perceptual Center	50	1	-	-	-	-	-	-	2	-	-
30	392	St. Benedicts	414										
31	791	Cathedral Prep	1022										
32	283	Mercyhurst Prep	351										
33	481	Villa Maria Academy	609										
34	31	St. Marks	78										
35	99	Kanty Prep	139										
36	16	Harborcreek T.S.	60										
37	2	Lake Erie Academy	4										
38	150	Institutions	150										
	---------	TOTALS	-------	266	200	490	144	550	194	264	303	130	287

Private Schools - Students and Their Attendance Area

	City Residents Enr.	School	School Enr.	East 7-8	Gridley 6-8	Memorial 6-8	Roosevelt 6-8	Wilson 6-8	Academy 9-12	East 9-12	S. Vincent 9-12	Tech X	Tech Y
1	547	Blessed Sacrament	552	-	-	15	157	-					
2	160	Holy Family	168	40	1	-	1	2					
3	460	Holy Rosary	475	2	-	-	3	120					
4	160	Holy Trinity	160	-	-	1	-	66					
5	170	Mount Calvary	170	46	-	-	2	-					
6	593	Lady of Mount Carmel	465	21	-	-	1	132					
7	293	Our Lady Christian	456	-	43	-	113	-					
8	200	Our Lady of Peace	794	-	-	16	-	-					
9	528	Sacred Heart	531	-	-	94	50	1					
10	414	St. Andrew	409	-	146	1	-	-					
11	388	St. George	815	1	-	77	23	-					
12	130	St. Hedwig	148	44	-	-	-	1					
13	383	St. James	465	3	-	-	39	90					
14	589	St. John	600	-	-	14	2	257					
15	219	St. Joseph	219	-	-	86	-	-					
16	587	St. Luke	618	-	-	58	-	125					
17	268	St. Mary	161	35	8	4	-	30					
18	234	St. Patrick	235	41	21	-	-	12					
19	145	St. Paul	145	-	-	42	16	-					
20	284	St. Stanislaus	287	67	1	1	2	21					
21	256	Spirit of Christ	262	61	-	1	-	1					
22	108	Villa Elementary	139	3	-	18	11	9					
23	434	Cathedral Center	478	25	68	64	40	17					
24	84	Erie Day School	138	3	17	10	2	2					
25	60	C. C. Day School	60	1	2	5	7	7					
26	100	Word of God	109	5	5	15	13	3	8				
27	50	Bethel Christian	50	4	3	5	-	3	-				
28	116	Dr. Barber Center	224	6	5	5	4	5	16	16	16		
29	6	Perceptual Center	50						-	-	-		
30	392	St. Benedicts	414						201	126	65		
31	791	Cathedral Prep	1022						385	145	261		
32	283	Mercyhurst Prep	351						152	58	73		
33	481	Villa Maria Academy	609						153	96	232		
34	31	St. Marks	78						18	8	5		
35	99	Kanty Prep	139						51	40	8		
36	16	Harborcreek T.S.	60						6	5	5		
37	2	Lake Erie Academy	4						2				
38	150	Institutions	150										
	---------	TOTALS	-------	408	320	532	486	904	992	494	665		

Schools	Blessed Sacrament	Holy Family	Holy Rosary	Holy Trinity	Mount Calvary	Our Lady of Mt. Carmel	Our Lady Christian	Our Lady of Peace	Sacred Heart	St. Andrew	St. George	St. Hedwig	St. James	St. John	St. Joseph	St. Luke	St. Mary	St. Patrick	St. Paul	St. Stanislaus	Spirit of Christ	Villa Elementary	St. Peter Cathedral Center	Erie Day	C.C. Day School	Word of God	Bethel Christian	Gertrude Barber Center	Perceptual Center	Totals
Burns										6								27	1			1	10		3	3	2	4		57
Burton		17	14	5	1								74	5						5	1				2			3		127
Cleveland	78						1	127	4		119								1			7	4	5		12	6	3	1	368
Columbus									1	4					1				45		1	1	1		2			2		58
Connell		2	58	17		210							7	5		15				8				7	2	5	5	3	1	345
Diehl		11				6							167	1		1		1					1		3			2		193
Edison		1			117								1					3			18						2	2		144
Emerson	3		3				1			197	1						1	5	1			8	15		2			3		240
Garfield															Closed															
Glenwood	2					1		3	51		119				44	17						12	48	12	3	7	6	3	1	329
Hamilton	204						1	36			1					2			4			6	3			3	2	3		265
Harding							132	1		47		3					4			2		9	42	18		3	1	3	1	266
Irving	29				2			2	134		1								12	2		2	4		6	4		2		200

Schools	Blessed Sacrament	Holy Family	Holy Rosary	Holy Trinity	Mount Calvary	Our Lady of Mt. Carmel	Our Lady Christian	Our Lady of Peace	Sacred Heart	St. Andrew	St. George	St. Hedwig	St. James	St. John	St. Joseph	St. Luke	St. Mary	St. Patrick	St. Paul	St. Stanislaus	Spirit of Christ	Villa Elementary	St. Peter Cathedral Center	Erie Day	C.C. Day School	Word of God	Bethel Christian	Gertrude Barber Center	Perceptual Center	Totals
Jefferson		2						3				1		127	7	248				7	2	6	56	18	3	4	3	3		490
Jones								1		1		23		1			28	71	1	11		2	4						1	144
Lincoln		3	193	21		51						5		126		120	1			9	1	1	8		3	3	3	2		550
Longfellow														Closed																
McKinley	1	1	65	50		1					1			50			3			11		2	2		3		2	2		194
Penn		6	1		2							42				1	43	40	1	125	1							2		264
Perry	58						2	11	193		11			1	4				1	1		3	14					2	2	303
Washington										1					76		1	7	20	1		3	7		2	5	3	4		130
Wayne		73	1									11	2		1		3	6		10	169	4	1		4	2				287
Sub Total	375	116	335	93	122	269	137	184	383	256	253	85	251	316	133	404	84	160	87	192	193	67	220	60	38	51	35	49	6	4954

Schools	Blessed Sacrament	Holy Family	Holy Rosary	Holy Trinity	Mount Calvary	Our Lady of Mt. Carmel	Our Lady Christian	Our Lady of Peace	Sacred Heart	St. Andrew	St. George	St. Hedwig	St. James	St. John	St. Joseph	St. Luke	St. Mary	St. Patrick	St. Paul	St. Stanislaus	Spirit of Christ	Villa Elementary	St. Peter Cathedral Center	Erie Day	C.C. Day School	Word of God	Bethel Christian	Gertrude Barber Center	Perceptual Center	Totals
Gr. (6-8)																														
Gr. (7-8)		40	2		46	21					1	44	3				35	41		67	61	3	25	3	1	5	4	6		408
Gridley		1					43			46							8	21		1			68	17	2	5	3	5		320
Memorial	15			1				16	94	1	77			14	86	58	4		42	1	1	18	64	10	5	15		5		532
Roosevelt	157	1	3		2	1		113	50		23		39	2					16	2		11	40	2	7	13		4		486
Wilson		2	120	66		132			1			1	90	257		125	30	12		21	1	9	17	2	7	3	3	5		904
Totals	547	160	460	160	170	423	180	313	528	403	354	130	383	589	219	587	161	234	145	284	256	108	434	94	60	92	50	74	6	7604

Schools	Blessed Sacrament	Holy Family	Holy Rosary	Holy Trinity	Mount Calvary	Our Lady of Mt. Carmel	Our Lady Christian	Our Lady of Peace	Sacred Heart	St. Andrew	St. George	St. Hedwig	St. James	St. John	St. Joseph	St. Luke	St. Mary	St. Patrick	St. Paul	St. Stanislaus	Spirit of Christ	Villa Elementary	St. Peter Cathedral Center	Erie Day	Word of God	Sarah Reed	Bethel Christian	Gertrude Barber Center	Perceptual Center	C. C. Day School	Totals
East (7-8)		40	2		46	21					1	44	3				35	41		67	61	3	25	3	5		4	6		1	408
Gridley (6-8)		1					43			146							8	21		1			68	17	5		3	5		2	320
Memorial (6-8)	15			1				16	94	1	77			14	86	58	4		42	1	1	18	64	10	15		5	5		5	532
Roosevelt (6-8)	157	1	3		2	1		113	50		23		39	2					16	2		11	40	2	13			4		7	
Wilson (6-8)		2	120	66		132			1			1	90	257		125	30	12		21	1	9	17	2	3		3	5		7	904
Total (6-8)	272	44	125	67	48	154	43	129	145	147	101	45	132	273	86	183	77	74	58	92	63	41	214	34	41		15	25		38	2650
Total (K-5)	375	116	335	93	122	269	137	184	383	256	253	85	251	316	133	404	84	160	87	192	193	67	220	60	51		35	49	6	38	4954
Total (5-8)	547	160	460	160	170	423	180	313	528	403	254	130	383	589	219	587	161	234	145	284	256	108	434	94	92		50	74	6	600	7604

262.1

	St. Benedicts	Prep	Mercyhurst	Villa Maria Academy	St. Marks	Kanty Prep	Word of God	Gertrude Barber	Harborcreek	Lake Erie	Bethel Christian	Totals
Academy	201	385	152	153	18	51	8	16	6	2	0	992
East	126	145	58	96	8	40	0	16	5	0	0	494
Vincent	65	261	73	232	5	8	0	16	5	0	0	665
Total	392	791	283	481	31	99	8	48	16	2	0	2151

School	Total Enr.	Erie City Residents K-8	9-12	W	B/O
Blessed Sacrament	552	547		544	3
Holy Family	168	160		157	3
Holy Rosary	475	460		445	15
Holy Trinity	160	160		155	5
Mount Calvary	170	170		166	4
Our Lady Mt.Carmel	465	423		420	3
Our Lady Christian	456	180		177	3
Our Lady of Peace	794	313		307	6
Sacred Heart	531	528		525	3
St. Andrew	409	403		396	7
St. George	815	354		353	1
St. Hedwig	148	130		128	2
St. James	465	383		366	17
St. John	600	589		518	71
St. Joseph	219	219		210	9
St. Luke	618	587		579	8
St. Mary	161	161		121	40
St. Patrick	235	234		187	47
St. Paul	145	145		136	9
St. Stanislaus	287	284		283	1
Spirit of Christ	262	256		248	8
Villa Elementary	139	108		100	8
Cathedral Center	478	434		418	16
C.C. Day School	60	60		30	30
Erie Day	138	94		90	4
B. Christian	50	50		46	4
Perceptual Center	50	6		6	0
Word of God		92		92	0
Gertrude Barber	74	74		52	22
Total (K-8)	9124	7604		7255	349

School	Total Enrollment	Erie City Residents K-8	9-12	W	B/O
Cathedral Prep	1022		791	779	12
Mercyhurst	351		283	270	13
St. Benedicts	414		392	377	15
St. Mark	78		31	31	0
Villa Academy	609		481	475	6
Lake Erie Academy	4		2	2	0
Kanty Prep	139		99	89	10
Word of God	109		8	7	1
Gertrude Barber	150		48	28	20
Harborcreek	60		16	12	4
Total (9-12)	2936		2151	2070	81
Others State Institutions Etc.	150	50	100	120	30
Total Non Public					
(5-8)	9124	7604		7255	349
(9-12)	2936		2151	2070	81
Other	150	50	100	120	30
Total	12,210	7654	2251	9445	460
Grand Total	9905				

	Public School Projections							Non Public School Projections			Attendance Area Totals		
	Regular		Sp.Ed.		Total Public			Regular					
Column	W 1	B/O 2	W 3	B/O 4	W 5	B/O 6	Total 7	W 8	B/O 9	Total 10	W 11	B/O 12	Total 13
Schools....													
Burns	179	49	1	6	180	55	235	31	26	57	211	81	292
Burton	345	261	9	7	354	268	622	111	16	127	465	284	749
Cleveland	394	49	31	8	425	57	482	358	10	368	783	67	850
Columbus	220	48	20	0	240	48	288	50	8	58	290	56	346
Connell	570	70	11	3	581	73	654	342	3	345	923	76	999
Diehl	294	124	0	0	294	124	418	171	22	193	465	146	611
Edison	214	100	71	21	285	121	406	136	8	144	421	129	550
Emerson	442	108	0	0	442	108	550	232	8	240	674	116	790
Garfield							Closed						
Glenwood	361	77	3	0	364	77	441	310	19	329	674	96	770
Hamilton	323	60	0	0	323	60	383	258	7	265	581	67	648
Harding	368	65	13	4	381	69	450	262	4	266	643	73	716
Irving	332	49	4	0	336	49	385	193	7	200	529	56	585
Jefferson	407	117	11	7	418	124	542	456	34	490	874	158	1032
Jones	172	54	0	0	172	54	226	134	10	144	306	64	370
Lincoln	469	102	5	2	474	104	578	533	17	550	1007	121	1128
Longfellow							Closed						
McKinley	250	82	0	0	250	82	332	167	27	194	417	109	526
Penn	253	51	0	0	253	51	304	251	13	264	504	64	568
Perry	363	42	0	0	363	42	405	294	9	303	657	51	708
Washington	160	84	0	0	160	84	244	126	4	130	286	88	374
Wayne	393	89	35	9	428	98	526	277	10	287	705	108	813
Home Tutor													
Cottage													
New Direction													
Barber Center			26	1	26	1	27				26	1	27
Erie Infants			17	2	17	2	19				17	2	19
Total	6509	1681	257	70	6766	1751	8517	4692	262	4954	11458	2013	13471

Validation: Col 1 + Col 3 = Col 5, Col 2 + Col 4 = Col 6, Col 5 + Col 8 = Col 11, Col 6 + Col 9 = Col 12

	Public School Projections							Non Public School Projections			Attendance Area Totals		
	Regular		Sp.Ed.		Total Public			Regular					
Column ----------	W 1	B/O 2	W 3	B/O 4	W 5	B/O 6	Total 7	W 8	B/O 9	Total 10	W 11	B/O 12	Total 13
Middle Scnools (6-8)													
East (7-8)	240	51	0	0	240	51	291	398	10	408	638	61	699
Gridley (6-8)	434	111	10	7	444	118	562	302	18	320	746	136	882
Memorial (6-8)	615	111	27	40	642	151	793	515	17	532	1157	168	1325
Roosevelt (6-8)	541	174	13	12	554	186	740	471	15	486	1025	201	1226
Wilson (6-8)	714	152	10	20	724	172	896	879	25	904	1603	197	1800
Total (6-8)	2544	599	60	70	2604	678	3282	2565	85	2650	5169	763	5932
Sr. High Schools(9-12)													
Academy	725	255	28	21	753	276	1029	970	22	992	1723	298	2021
East	808	286	3	12	811	298	1109	473	21	494	1284	319	1603
Vincent	1174	164	0	0	1174	164	1338	648	17	665	1822	181	2003
Tech X	1332	75	30	45	1362	120	1482	0	0	0	1362	120	1482
Tech Y	1315	72	32	40	1347	112	1459	0	0	0	1347	112	1459
Cottage			6	15	6	15	21	0	0	0	6	15	21
Home Tutoring			4	10	4	10	14	0	0	0	4	10	14
New Direction			15	3	15	3	18	0	0	0	15	3	18
Total (9-12)	5354	852	118	146	5472	998	6470	2091	60	2151	7563	1058	8621
District Total													
Elem. (K-5)	6509	1681	257	70	6766	1751	8517	4692	262	4954	11458	2013	13471
Middle (6-8)	2544	599	60	79	2604	678	3282	2565	85	2650	5169	763	5932
Sr. High (9-12)	5354	852	118	146	5472	998	6470	2091	60	2151	7563	1058	8621
Total	14407	3132	435	295	14842	3427	18269	9348	407	9755	24190	3834	28024
Others								120	30	150	120	30	150
Grand Total	14407	3132	435	295	14842	3427	18269	9468	437	9905	24310	3864	28174

SECTION 4

EMERGENCY SCHOOL ASSISTANCE ACT

E.S.A.A. TEST SCORES

This section presents to the reader the standardized test score summaries, prepared by the writer, and submitted in conjunction with the Emergency School Assistance Act proposal.

SCHOOL: BURNS
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 2 -
NATIONAL NORM = 2.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	6 MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	20	2.58	2.3	406	2.7	1162	2.73
	BLACK	19	2.37	2.1	196	2.00		
READING-A	WHITE	20	2.4	2.3	406	2.7	1165	2.49
	BLACK	19	2.39	2.4	197	1.9		
READING-B	WHITE	20	2.39	2.1	406	2.7	1164	2.64
	BLACK	19	2.57	2.4	197	2.20		
READING-A&B	WHITE	20	2.49	2.2	406	2.9	1164	2.91
	BLACK	19	2.75	2.4	197	2.10		
WORD STUDY	WHITE	20	3.09	2.3	407	2.9	1168	3.00
	BLACK	19	3.02	2.4	197	2.1		
TOTAL READING	WHITE	20	2.8	2.5	404	3.1	1117	3.07
	BLACK	19	2.6	2.2	191	2.0		
▨								
I.Q.	WHITE	15	98.4	97	285	109.0	950	107.7
	BLACK	16	103.9	101	160	99.0		
▨								

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SCHOOL: BURTON
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 2 -
NATIONAL NORM = 2.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	44	2.66	2.30	406	2.7	1162	2.73
	BLACK	50	1.79	2.0	196	2.00		
READING-A	WHITE	44	2.43	2.40	406	2.7	1165	2.49
	BLACK	50	2.0	1.90	197	1.9		
READING-B	WHITE	44	2.54	2.5	406	2.7	1164	2.64
	BLACK	50	2.05	2.00	197	2.20		
READING-A&B	WHITE	44	2.76	2.50	406	2.9	1164	2.91
	BLACK	50	2.04	1.80	197	2.10		
WORD STUDY	WHITE	44	3.1	2.50	407	2.9	1168	3.00
	BLACK	50	2.45	2.00	197	2.1		
TOTAL READING	WHITE	44	2.8	2.50	404	3.1	1117	3.07
	BLACK	50	2.17	1.90	191	2.0		
▨								
I.Q.	WHITE	42	107.7	109.0	285	109.0	950	107.7
	BLACK	50	96.8	97.0	160	99.0		
▨								

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SCHOOL: DIEHL
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 2 -
NATIONAL NORM = 2.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	42	3.16	3.0	406	2.7	1162	2.73
	BLACK	29	2.09	2.0	196	2.00		
READING-A	WHITE	42	2.66	2.50	406	2.7	1165	2.49
	BLACK	29	2.18	2.20	197	1.9		
READING-B	WHITE	42	2.74	2.70	406	2.7	1164	2.64
	BLACK	29	2.24	2.30	197	2.20		
READING-A&B	WHITE	42	3.01	2.9	406	2.9	1164	2.91
	BLACK	29	2.28	2.2	197	2.10		
WORD STUDY	WHITE	42	3.33	2.9	407	2.9	1168	3.00
	BLACK	29	2.72	2.2	197	2.1		
TOTAL READING	WHITE	41	3.2	3.0	404	3.1	1117	3.07
	BLACK	29	2.42	2.0	191	2.0		
▨								
I.Q.	WHITE	34	113.6	110	285	109.0	950	107.7
	BLACK	25	99.7	99.0	160	99.0		
▩								

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SCHOOL: EDISON
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 2 -
NATIONAL NORM = 2.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	26	2.8	2.7	406	2.7	1162	2.73
	BLACK	17	1.94	2.0	196	2.00		
READING-A	WHITE	26	2.35	2.3	406	2.7	1165	2.49
	BLACK	17	1.85	1.7	197	1.9		
READING-B	WHITE	26	2.51	2.4	406	2.7	1164	2.64
	BLACK	17	1.92	2.00	197	2.20		
READING-A&B	WHITE	26	2.86	2.2	406	2.9	1164	2.91
	BLACK	17	1.83	1.50	197	2.10		
WORD STUDY	WHITE	26	3.47	3.3	407	2.9	1168	3.00
	BLACK	17	2.02	1.90	197	2.1		
TOTAL READING	WHITE	26	3.00	2.2	404	3.1	1117	3.07
	BLACK	17	1.91	1.60	191	2.0		
▨								
I.Q.	WHITE	21	106.1	104	285	109.0	950	107.7
	BLACK	15	99.8	97.0	160	99.0		
▨								

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SCHOOL: GARFIELD
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 2 -
NATIONAL NORM = 2.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	18	2.19	2.3	406	2.7	1162	2.73
	BLACK	34	2.06	2.10	196	2.00		
READING-A	WHITE	18	2.18	1.9	406	2.7	1165	2.49
	BLACK				197	1.9		
READING-B	WHITE	18	2.25	2.0	406	2.7	1164	2.64
	BLACK	34	2.13	2.0	197	2.20		
READING-A&B	WHITE	18	2.45	2.1	406	2.9	1164	2.91
	BLACK	34	2.19	2.2	197	2.10		
WORD STUDY	WHITE	18	3.02	2.2	407	2.9	1168	3.00
	BLACK	34	2.5	2.3	197	2.1		
TOTAL READING	WHITE	18	2.63	2.2	404	3.1	1117	3.07
	BLACK	34	2.29	2.2	191	2.0		
▨								
I.Q.	WHITE	15	102.5	101.0	285	108.0	950	107.7
	BLACK	30	96.9	98.0	160	99.0		
▨								

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SCHOOL: GLENWOOD
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 2 -
NATIONAL NORM = 2.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	49	3.31	3.3	406	2.7	1162	2.73
	BLACK	1	4.00	4.00	196	2.00		
READING-A	WHITE	49	2.68	2.7	406	2.7	1165	2.49
	BLACK	1	2.90	2.90	197	1.9		
READING-B	WHITE	49	2.95	2.90	406	2.7	1164	2.64
	BLACK	1	2.60	2.60	197	2.20		
READING-A&B	WHITE	49	3.28	3.0	406	2.9	1164	2.91
	BLACK	1	2.90	2.90	197	2.10		
WORD STUDY	WHITE	49	3.90	3.7	407	2.9	1168	3.00
	BLACK	1	2.90	2.9	197	2.1		
TOTAL READING	WHITE	49	3.44	3.3	404	3.1	1117	3.07
	BLACK	1	3.2	3.2	191	2.0		
▨								
I.Q.	WHITE	N/A	N/A	N/A	285	109.0	950	107.7
	BLACK	N/A	N/A	N/A*	160	99.0		
▨								

*I.Q. Scores did not arrive in time to compute

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SCHOOL: JEFFERSON
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 2 -
NATIONAL NORM = 2.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	57	3.09	2.7	406	2.7	1162	2.73
	BLACK	5	1.88	1.0	196	2.00		
READING-A	WHITE	57	2.89	2.9	406	2.7	1165	2.49
	BLACK	5	2.26	2.0	197	1.9		
READING-B	WHITE	57	3.0	2.7	406	2.7	1164	2.64
	BLACK	5	2.66	2.2	197	2.20		
READING-A&B	WHITE	57	3.49	3.3	406	2.9	1164	2.91
	BLACK	5	2.54	2.10	197	2.10		
WORD STUDY	WHITE	57	3.99	3.7	407	2.9	1168	3.00
	BLACK	5	3.30	2.10	197	2.1		
TOTAL READING	WHITE	56	3.7	3.6	404	3.1	1117	3.07
	BLACK	5	2.74	2.0	191	2.0		
▨								
I.Q.	WHITE	51	115.1	113.0	285	109.0	950	102.7
	BLACK	5	114.0	104.0	160	99.0		
▩								

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SCHOOL: LINCOLN
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 2 -
NATIONAL NORM = 2.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	53	3.06	2.7	406	2.7	1162	2.73
	BLACK	10	2.11	2.0	196	2.00		
READING-A	WHITE	53	2.45	2.40	406	2.7	1165	2.49
	BLACK	10	1.99	1.70	197	1.9		
READING-B	WHITE	53	2.79	2.60	406	2.7	1164	2.64
	BLACK	10	2.24	2.00	197	2.20		
READING-A&B	WHITE	53	2.86	2.40	406	2.9	1164	2.91
	BLACK	10	2.35	1.80	197	2.10		
WORD STUDY	WHITE	53	2.83	2.40	407	2.9	1168	3.00
	BLACK	10	2.33	1.90	197	2.1		
TOTAL READING	WHITE	53	2.86	2.40	404	3.1	1117	3.07
	BLACK	9	2.33	1.90	191	2.0		
▨								
I.Q.	WHITE	48	111.8	109.0	285	109.0	950	107.7
	BLACK	8	103.1	95.0	160	99.0		
▨								

SCHOOL: LONGFELLOW
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 2 -
NATIONAL NORM = 2.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	25	2.45	2.2	406	2.7	1162	2.73
	BLACK	16	1.68	1.50	196	2.00		
READING-A	WHITE	25	2.45	2.20	406	2.7	1165	2.49
	BLACK	17	1.60	1.50	197	1.9		
READING-B	WHITE	25	2.61	2.60	406	2.7	1164	2.64
	BLACK	17	1.77	1.80	197	2.20		
READING-A&B	WHITE	25	2.86	2.50	406	2.9	1164	2.91
	BLACK	17	1.57	1.50	197	2.10		
WORD STUDY	WHITE	25	3.33	2.50	407	2.9	1168	3.00
	BLACK	17	1.98	1.80	197	2.1		
TOTAL READING	WHITE	25	3.06	2.6	404	3.1	1117	3.07
	BLACK	17	1.78	1.70	191	2.0		
▨								
I.Q.	WHITE	N/A	N/A	N/A	285	109.0	950	107.7
	BLACK	N/A	N/A	N/A*	160	99.0		
▩								

*Scores did not arrive in time to compute

SCHOOL: MCKINLEY
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 2 -
NATIONAL NORM = 2.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	28	2.81	3.00	406	2.7	1162	2.73
	BLACK	7	2.87	2.20	196	2.00		
READING-A	WHITE	27	2.79	2.9	406	2.7	1165	2.49
	BLACK	7	2.80	2.70	197	1.9		
READING-B	WHITE	27	2.94	2.9	406	2.7	1164	2.64
	BLACK	7	3.00	2.70	197	2.20		
READING-A&B	WHITE	27	3.4	3.5	406	2.9	1164	2.91
	BLACK	7	3.47	2.90	197	2.10		
WORD STUDY	WHITE	28	4.34	4.1	407	2.9	1168	3.00
	BLACK	7	4.27	2.50	197	2.1		
TOTAL READING	WHITE	27	3.76	3.7	404	3.1	1117	3.07
	BLACK	7	3.20	3.50	191	2.0		
▨								
I.Q.	WHITE	26	105.8	110.0	285	109.0	950	107.7
	BLACK	7	101.2	99.0	160	99.0		
▨								

SCHOOL: BURNS
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 3 -
NATIONAL NORM = 3.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	30	2.87	2.8	407	3.4	1151	3.54
	BLACK	14	3.28	2.8	152	2.7		
READING-A	WHITE	31	3.02	3.1	408	3.4	1153	3.38
	BLACK	15	3.28	3.1	153	2.5		
READING-B	WHITE	30	3.1	3.1	407	3.5	1152	3.55
	BLACK	15	3.49	3.2	153	2.7		
READING-A&B	WHITE	31	3.1	3.0	408	3.6	1153	3.57
	BLACK	15	3.6	3.2	153	2.7		
WORD STUDY	WHITE	31	3.41	2.5	407	3.7	1147	3.75
	BLACK	15	3.68	3.2	151	2.4		
TOTAL READING	WHITE	31	3.1	2.8	402	3.6	1139	3.65
	BLACK	15	3.58	3.0	151	2.6		
▨								
I.Q.	WHITE	21	106.9	105	277	109	914	106.3
	BLACK	13	106.9	106	128	99		
▦								

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SCHOOL: BURTON
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 3 -
NATIONAL NORM = 3.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	58	3.15	3.0	407	3.4	1151	3.54
	BLACK	51	2.3	2.1	152	2.7		
READING-A	WHITE	58	3.0	3.1	408	3.4	1153	3.38
	BLACK	51	2.47	2.2	153	2.5		
READING-B	WHITE	58	3.27	3.1	407	3.5	1152	3.55
	BLACK	51	2.5	2.2	153	2.7		
READING-A&B	WHITE	58	3.16	3.2	408	3.6	1153	3.57
	BLACK	51	2.5	2.3	153	2.7		
WORD STUDY	WHITE	58	3.37	2.8	407	3.7	1147	3.75
	BLACK	49	2.48	2.1	151	2.4		
TOTAL READING	WHITE	57	3.1	2.9	402	3.6	1139	3.65
	BLACK	49	2.6	2.2	151	2.6		
▨								
I.Q.	WHITE	52	103	103	277	109	914	106.3
	BLACK	49	96	97	128	99		
▨								

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SCHOOL: DIEHL
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 3 -
NATIONAL NORM = 3.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	19	3.69	3.4	407	3.4	1151	3.54
	BLACK	14	3.17	2.8	152	2.7		
READING-A	WHITE	19	3.64	3.7	408	3.4	1153	3.38
	BLACK	14	3.0	2.8	153	2.5		
READING-B	WHITE	19	3.9	3.6	407	3.5	1152	3.55
	BLACK	14	3.17	2.9	153	2.7		
READING-A&B	WHITE	19	4.0	3.8	408	3.6	1153	3.57
	BLACK	14	3.1	2.8	153	2.7		
WORD STUDY	WHITE	19	4.0	3.8	407	3.7	1147	3.75
	BLACK	14	3.4	2.6	151	2.4		
TOTAL READING	WHITE	19	4.2	4.0	402	3.6	1139	3.65
	BLACK	14	3.39	2.6	151	2.6		
▨								
I.Q.	WHITE	16	106.3	105	277	109	914	106.3
	BLACK	13	95.3	92	128	99		
▨								

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SCHOOL: WAYNE
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 2 -
NATIONAL NORM = 2.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	45	2.73	2.40	406	2.7	1162	2.73
	BLACK	8	2.15	1.80	196	2.00		
READING-A	WHITE	45	2.61	2.50	406	2.7	1165	2.49
	BLACK	8	2.01	1.90	197	1.9		
READING-B	WHITE	45	2.64	2.50	406	2.7	1164	2.64
	BLACK	8	2.22	2.20	197	2.20		
READING-A&B	WHITE	45	2.86	2.50	406	2.9	1164	2.91
	BLACK	8	2.13	2.10	197	2.10		
WORD STUDY	WHITE	45	3.34	2.9	407	2.9	1168	3.00
	BLACK	8	2.17	1.80	197	2.1		
TOTAL READING	WHITE	45	3.17	3.1	404	3.1	1117	3.07
	BLACK	8	2.31	1.90	191	2.0		
▨								
I.Q.	WHITE	33	109.4	108.0	285	109.0	950	107.7
	BLACK	7	97.7	95.0	160	99.0		
▨								

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SCHOOL: EDISON
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 3 -
NATIONAL NORM = 3.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	32	3.7	3.4	407	3.4	1151	3.54
	BLACK	13	2.86	2.7	152	2.7		
READING-A	WHITE	32	3.39	3.3	408	3.4	1153	3.38
	BLACK	13	2.67	2.3	153	2.5		
READING-B	WHITE	32	3.51	3.5	407	3.5	1152	3.55
	BLACK	13	2.7	2.4	153	2.7		
READING-A&B	WHITE	32	3.65	3.5	408	3.6	1153	3.57
	BLACK	13	2.76	2.3	153	2.7		
WORD STUDY	WHITE	32	4.0	3.7	407	3.7	1147	3.75
	BLACK	13	3.0	2.1	151	2.4		
TOTAL READING	WHITE	32	3.77	3.2	402	3.6	1139	3.65
	BLACK	13	2.9	2.6	151	2.6		
▨								
I.Q.	WHITE	26	110.1	113	277	109	914	106.3
	BLACK	10	105	101	128	99		
▨								

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SCHOOL: GARFIELD
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 3 -
NATIONAL NORM = 3.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	17	2.9	2.7	407	3.4	1151	3.54
	BLACK	25	2.3	2.0	152	2.7		
READING-A	WHITE	17	3.47	3.4	408	3.4	1153	3.38
	BLACK	25	2.86	2.5	153	2.5		
READING-B	WHITE	17	3.25	3.1	407	3.5	1152	3.55
	BLACK	25	2.66	2.2	153	2.7		
READING-A&B	WHITE	17	3.4	3.1	408	3.6	1153	3.57
	BLACK	25	2.78	2.3	153	2.7		
WORD STUDY	WHITE	17	3.6	3.3	407	3.7	1147	3.75
	BLACK	25	2.49	2.0	151	2.4		
TOTAL READING	WHITE	17	3.37	3.4	402	3.6	1139	3.65
	BLACK	25	2.6	2.2	151	2.6		
▨								
I.Q.	WHITE	10	103.8	100	277	109	914	106.3
	BLACK	22	101.2	103	128	99		
▨								

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SCHOOL: GLENWOOD
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 3 -
NATIONAL NORM = 3.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	50	4.37	4.3	407	3.4	1151	3.54
	BLACK	1	2.1	2.1	152	2.7		
READING-A	WHITE	50	4.0	4.2	408	3.4	1153	3.38
	BLACK	1	2.8	2.8	153	2.5		
READING-B	WHITE	50	4.65	4.4	407	3.5	1152	3.55
	BLACK	1	3.5	3.5	153	2.7		
READING-A&B	WHITE	50	4.67	4.4	408	3.6	1153	3.57
	BLACK	1	3.2	3.2	153	2.7		
WORD STUDY	WHITE	50	4.79	4.8	407	3.7	1147	3.75
	BLACK	1	2.5	2.5	151	2.4		
TOTAL READING	WHITE	49	4.7	4.6	402	3.6	1139	3.65
	BLACK	1	2.9	2.9	151	2.6		
▨								
I.Q.	WHITE	N/A	N/A	N/A	277	109	914	106.3
	BLACK	N/A	N/A	N/A*	128	99		
▨								

*I.Q. scores did not arrive in time to compute

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SCHOOL: JEFFERSON
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 3 -
NATIONAL NORM = 3.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	48	3.8	3.8	407	3.4	1151	3.54
	BLACK	6	2.66	2.8	152	2.7		
READING-A	WHITE	48	3.9	3.8	408	3.4	1153	3.38
	BLACK	6	2.75	2.6	153	2.5		
READING-B	WHITE	48	4.0	3.7	407	3.5	1152	3.55
	BLACK	6	3.1	2.8	153	2.7		
READING-A&B	WHITE	48	4.0	4.0	408	3.6	1153	3.57
	BLACK	6	3.0	2.5	153	2.7		
WORD STUDY	WHITE	48	4.4	4.0	407	3.7	1147	3.75
	BLACK	6	3.1	2.1	151	2.4		
TOTAL READING	WHITE	48	4.29	4.1	402	3.6	1139	3.65
	BLACK	6	2.86	2.6	151	2.6		
▨								
I.Q.	WHITE	40	111.5	111	277	109	914	106.3
	BLACK	3	106.3	104	128	99		
▨								

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SCHOOL: LINCOLN
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 3 -
NATIONAL NORM = 3.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	61	3.8	3.4	407	3.4	1151	3.54
	BLACK	4	2.7	2.7	152	2.7		
READING-A	WHITE	61	3.79	3.7	408	3.4	1153	3.38
	BLACK	4	2.9	2.5	153	2.5		
READING-B	WHITE	61	4.1	3.7	407	3.5	1152	3.55
	BLACK	4	3.0	3.1	153	2.7		
READING-A&B	WHITE	61	4.1	3.8	408	3.6	1153	3.57
	BLACK	4	2.97	2.8	153	2.7		
WORD STUDY	WHITE	61	4.25	4.0	407	3.7	1147	3.75
	BLACK	4	2.6	2.1	151	2.4		
TOTAL READING	WHITE	61	4.19	3.6	402	3.6	1139	3.65
	BLACK	4	2.8	2.6	151	2.6		
▨								
I.Q.	WHITE	53	112.1	112	277	109	914	106.3
	BLACK	3	96	83	128	99		
▨								

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SCHOOL: LONGFELLOW
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 3 -
NATIONAL NORM = 3.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	17	4.48	4.3	407	3.4	1151	3.54
	BLACK	7	2.48	1.9	152	2.7		
READING-A	WHITE	17	4.0	4.9	408	3.4	1153	3.38
	BLACK	7	2.5	2.1	153	2.5		
READING-B	WHITE	17	4.48	3.5	407	3.5	1152	3.55
	BLACK	7	2.87	2.3	153	2.7		
READING-A&B	WHITE	17	4.5	4.0	408	3.6	1153	3.57
	BLACK	7	2.7	2.2	153	2.7		
WORD STUDY	WHITE	17	4.3	3.8	407	3.7	1147	3.75
	BLACK	7	2.1	1.8	151	2.4		
TOTAL READING	WHITE	17	4.5	4.0	402	3.6	1139	3.65
	BLACK	7	2.4	2.0	151	2.6		
▨								
I.Q.	WHITE	0	0	-31	277	109	914	106.3
	BLACK	N/A	N/A	N/A*	128	99		
▩								

*I.Q. scores did not arrive in time to compute

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SCHOOL: MC KINLEY ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 3 -
NATIONAL NORM = 3.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	33	3.6	3.4	407	3.4	1151	3.56
	BLACK	10	2.8	2.4	152	2.7		
READING-A	WHITE	33	3.6	3.3	408	3.4	1153	3.38
	BLACK	10	3.0	2.7	153	2.5		
READING-B	WHITE	33	3.6	3.5	407	3.5	1152	3.55
	BLACK	10	2.89	2.6	153	2.7		
READING-A&B	WHITE	33	3.7	3.5	408	3.6	1153	3.57
	BLACK	10	2.96	2.7	153	2.7		
WORD STUDY	WHITE	33	4.5	4.5	407	3.7	1147	3.75
	BLACK	10	3.16	2.5	151	2.4		
TOTAL READING	WHITE	33	4.0	3.7	402	3.6	1139	3.65
	BLACK	10	3.0	2.6	151	2.6		
▨								
I.Q.	WHITE	28	108.8	112	277	109	914	106.3
	BLACK	9	92	91	128	99		
▨								

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SCHOOL: WAYNE
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 3 -
NATIONAL NORM = 3.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	42	3.4	3.3	407	3.4	1151	3.54
	BLACK	7	2.7	2.0	152	2.7		
READING-A	WHITE	42	3.2	3.3	408	3.4	1153	3.38
	BLACK	7	2.8	2.7	153	2.5		
READING-B	WHITE	42	3.2	3.1	407	3.5	1152	3.55
	BLACK	7	2.6	2.7	153	2.7		
READING-A&B	WHITE	42	3.37	3.4	408	3.6	1153	3.57
	BLACK	7	2.6	2.5	153	2.7		
WORD STUDY	WHITE	41	3.3	2.9	407	3.7	1147	3.75
	BLACK	7	2.75	2.1	151	2.4		
TOTAL READING	WHITE	38	3.37	3.2	402	3.6	1139	3.65
	BLACK	7	2.9	2.6	151	2.6		
▨								
I.Q.	WHITE	31	108.2	109	277	109	914	106.3
	BLACK	6	103.3	105	128	99		
▩								

SCHOOL: BURNS
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 4 -
NATIONAL NORM = 4.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE [illegible]N	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	19	3.6	3.4	358	4.7	1110	4.52
	BLACK	24	3.76	3.6	164	3.4		
READING-COMPREHENSION	WHITE	19	[illegible].1	3.8	359	4.6	1111	4.59
	BLACK	24	[illegible].9	4.0	163	3.8		
WORD STUDY	WHITE	19	4.18	3.3	356	5.3	1107	5.27
	BLACK	24	4.0	3.3	163	3.7		
TOTAL READING	WHITE	19	4.26	3.5	354	4.8	1100	4.8
	BLACK	24	3.89	3.8	160	3.7		
I.Q.	WHITE	14	88.4	82	278	97	937	97.5
	BLACK	21	90.7	91	145	87		

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SCHOOL: BURTON
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 4 -
NATIONAL NORM = 4.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	55	4.2	4.0	358	4.7	1110	4.52
	BLACK	55	3.5	3.4	164	3.4		
READING - COMPREHENSION	WHITE	56	4.26	4.2	359	4.6	1111	4.59
	BLACK	55	3.7	3.6	163	3.8		
WORD STUDY	WHITE	55	4.85	4.2	356	5.3	1107	5.27
	BLACK	52	4.0	3.6	163	3.7		
TOTAL READING	WHITE	54	4.58	4.2	354	4.8	1100	4.8
	BLACK	52	3.8	3.7	160	3.7		
I.Q.	WHITE	52	94.3	94	278	97	937	97.5
	BLACK	53	85.1	83	145	87		

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SCHOOL: DIEHL
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 4 -
NATIONAL NORM = 4.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	36	4.79	4.7	358	4.7	1110	4.52
	BLACK	21	3.79	3.6	164	3.4		
READING-COMPREHENSION	WHITE	36	4.88	4.8	359	4.6	1111	4.59
	BLACK	21	4.3	4.1	163	3.8		
WORD STUDY	WHITE	36	6.0	6.3	356	5.3	1107	5.27
	BLACK	21	4.4	3.7	163	3.7		
TOTAL READING	WHITE	36	5.3	5.2	354	4.8	1100	4.8
	BLACK	21	4.4	4.2	160	3.7		
I.Q.	WHITE	33	101.3	100	278	97	937	97.5
	BLACK	21	91.9	89	145	87		

SCHOOL: EDISON
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 4 -
NATIONAL NORM = 4.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	25	4.6	4.7	358	4.7	1110	4.52
	BLACK	5	3.48	2.9	164	3.4		
READING - COMPREHENSION	WHITE	25	4.59	4.8	359	4.6	1111	4.59
	BLACK	5	2.9	2.0	163	3.8		
WORD STUDY	WHITE	25	5.67	5.1	356	5.3	1107	5.27
	BLACK	5	4.26	2.2	163	3.7		
TOTAL READING	WHITE	25	4.9	4.8	354	4.8	1100	4.8
	BLACK	5	3.1	2.0	160	3.7		
I.Q.	WHITE	19	92.89	90	278	97	937	97.5
	BLACK	4	87	86	145	87		

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SCHOOL: GARFIELD
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 4 -
NATIONAL NORM = 4.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	12	4.7	4.7	358	4.7	1110	4.52
	BLACK	19	3.6	3.4	164	3.4		
READING-COMPREHENSION	WHITE	12	5.1	5.3	359	4.6	1111	4.59
	BLACK	19	4.15	3.8	163	3.8		
WORD STUDY	WHITE	12	5.0	4.9	356	5.3	1107	5.27
	BLACK	19	4.5	3.2	163	3.7		
TOTAL READING	WHITE	12	4.9	4.8	354	4.8	1100	4.8
	BLACK	19	4.3	3.7	160	3.7		
I.Q.	WHITE	9	96.3	94	278	97	937	97.5
	BLACK	16	85.7	88	145	87		

SCHOOL: GLENWOOD ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 4 -
NATIONAL NORM = 4.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	33	5.4	5.0	358	4.7	1110	4.52
	BLACK	1	4.3	4.3	164	3.4		
READING-COMPREHENSION	WHITE	33	5.6	5.3	359	4.6	1111	4.59
	BLACK	1	4.9	4.9	163	3.8		
WORD STUDY	WHITE	32	6.57	7.4	356	5.3	1107	5.27
	BLACK	1	7.6	7.6	163	3.7		
TOTAL READING	WHITE	31	6.0	5.4	354	4.8	1100	4.8
	BLACK	1	5.6	5.6	160	3.7		
I.Q.	WHITE	N/A	N/A	N/A	278	97	937	97.5
	BLACK	N/A	N/A	N/A*	145	87		

*I.Q. scores did not arrive in time to compute

SCHOOL: JEFFERSON
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 4 -
NATIONAL NORM = 4.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	45	5.0	4.9	358	4.7	1110	4.52
	BLACK	6	4.25	3.4	164	3.4		
READING-COMPREHENSION	WHITE	45	5.29	5.3	359	4.6	1111	4.59
	BLACK	6	4.6	3.6	163	3.8		
WORD STUDY	WHITE	45	6.1	5.9	356	5.3	1107	5.27
	BLACK	6	5.4	4.9	163	3.7		
TOTAL READING	WHITE	45	5.69	5.2	354	4.8	1100	4.8
	BLACK	6	4.36	4.3	160	3.7		
I.Q.	WHITE	39	102.48	101	278	97	937	97.5
	BLACK	4	94.2	84	145	87		

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SCHOOL: LINCOLN
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 4 -
NATIONAL NORM = 4.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	48	4.8	4.9	358	4.7	1110	4.52
	BLACK	3	2.96	2.2	164	3.4		
READING - COMPREHENSION	WHITE	48	4.4	4.5	359	4.6	1111	4.59
	BLACK	3	2.9	1.4	163	3.8		
WORD STUDY	WHITE	48	4.9	4.8	356	5.3	1107	5.27
	BLACK	3	2.16	1.0	163	3.7		
TOTAL READING	WHITE	48	4.6	4.4	354	4.8	1100	4.8
	BLACK	3	2.3	1.0	160	3.7		
I.Q.	WHITE	47	97.2	98	278	97	937	97.5
	BLACK	3	68.66	53	145	87		

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SCHOOL: LONGFELLOW
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 4 -
NATIONAL NORM = 4.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	12	3.8	3.6	358	4.7	1110	4.52
	BLACK	7	2.67	2.4	164	3.4		
READING-COMPREHENSION	WHITE	12	3.9	3.6	359	4.6	1111	4.59
	BLACK	7	2.25	1.7	163	3.8		
WORD STUDY	WHITE	12	3.65	3.4	356	5.3	1107	5.27
	BLACK	7	2.47	2.0	163	3.7		
TOTAL READING	WHITE	12	3.76	3.6	354	4.8	1100	4.8
	BLACK	7	2.4	2.2	160	3.7		
I.Q.	WHITE	N/A	N/A	N/A	278	97	937	97.5
	BLACK	N/A	N/A	N/A*	145	87		

*I.Q. scores did not arrive in time to compute

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SCHOOL: MC KINLEY
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 4 -
NATIONAL NORM = 4.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	29	4.7	4.7	358	4.7	1110	4.52
	BLACK	12	4.47	4.4	164	3.4		
READING - COMPREHENSION	WHITE	29	5.0	4.9	359	4.6	1111	4.59
	BLACK	12	4.73	4.8	163	3.8		
WORD STUDY	WHITE	28	6.69	7.4	356	5.3	1107	5.27
	BLACK	12	6.35	7.4	163	3.7		
TOTAL READING	WHITE	28	5.8	5.6	354	4.8	1100	4.8
	BLACK	11	5.25	4.3	160	3.7		
I.Q.	WHITE	27	103.2	105	278	97	937	97.5
	BLACK	12	98.25	96	145	87		

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SCHOOL: WAYNE
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 4 -
NATIONAL NORM = 4.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	44	4.46	4.0	358	4.7	1110	4.52
	BLACK	11	3.27	3.2	164	3.4		
READING-COMPREHENSION	WHITE	44	4.6	4.5	359	4.6	1111	4.59
	BLACK	11	3.7	3.4	163	3.8		
WORD STUDY	WHITE	44	5.09	4.9	356	5.3	1107	5.27
	BLACK	11	4.6	3.4	163	3.7		
TOTAL READING	WHITE	44	4.8	4.6	354	4.8	1100	4.8
	BLACK	11	3.9	3.4	160	3.7		
I.Q.	WHITE	38	100.3	101	278	97	937	97.5
	BLACK	11	89.4	86	145	87		

SCHOOL: BURNS
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 5 -
NATIONAL NORM = 5.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	29	5.00	4.7	381	5.4	1142	5.43
	BLACK	21	4.39	3.80	164	4.1		
READING COMPREHENSION	WHITE	29	4.83	4.2	396	5.60	1153	5.63
	BLACK	21	4.66	4.10	167	4.40		
WORD STUDY	WHITE	29	4.34	3.7	399	5.5	1158	5.68
	BLACK	21	4.09	3.7	170	3.8		
TOTAL READING	WHITE	29	4.64	4.0	394	5.60	1151	5.71
	BLACK	21	4.43	4.1	168	4.20		
I.Q.	WHITE	18	103.0	103.0	272	102	914	99.2
	BLACK	17	92.1	93.0	139	89		

SCHOOL: DIEHL
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 5 -
NATIONAL NORM = 5.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	43	6.0	6.0	381	5.4	1142	5.43
	BLACK	22	4.72	4.10	164	4.1		
READING-COMPREHENSION	WHITE	43	5.87	5.50	396	5.60	1153	5.63
	BLACK	22	4.67	4.50	167	4.40		
WORD STUDY	WHITE	43	6.73	6.30	399	5.5	1158	5.68
	BLACK	22	5.49	5.5	170	3.8		
TOTAL READING	WHITE	43	6.29	5.5	394	5.60	1151	5.71
	BLACK	22	5.25	5.10	168	4.20		
I.Q.	WHITE	38	103.4	102.0	272	102	914	99.2
	BLACK	21	94.9	90.0	139	89		

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SCHOOL: EDISON
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 5 -
NATIONAL NORM = 5.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	33	5.38	5.4	381	5.4	1142	5.43
	BLACK	11	4.30	4.00	164	4.1		
READING-COMPREHENSION	WHITE	33	5.86	5.6	396	5.60	1153	5.63
	BLACK	11	4.34	3.5	167	4.40		
WORD STUDY	WHITE	33	5.79	4.80	399	5.5	1158	5.68
	BLACK	11	4.24	3.40	170	3.8		
TOTAL READING	WHITE	33	5.90	5.30	394	5.60	1151	5.71
	BLACK	11	4.42	3.60	168	4.20		
I.Q.	WHITE	29	93.9	89.0	272	102	914	99.2
	BLACK	10	82.0	82.0	139	89		

SCHOOL: GARFIELD
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 5 -
NATIONAL NORM = 5.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	8	5.02	4.7	381	5.4	1142	5.43
	BLACK	18	4.16	4.30	164	4.1		
READING COMPREHENSION	WHITE	8	6.43	6.50	396	5.60	1153	5.63
	BLACK	18	4.73	4.50	167	4.40		
WORD STUDY	WHITE	8	6.06	5.40	399	5.5	1158	5.68
	BLACK	18	4.24	4.50	170	3.8		
TOTAL READING	WHITE	8	6.81	6.2	394	5.60	1151	5.71
	BLACK	18	4.52	4.60	168	4.20		
I.Q.	WHITE	5	93.8	91.0	272	102	914	99.2
	BLACK	12	92.0	93.0	139	89		

SCHOOL: GLENWOOD
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 5 -
NATIONAL NORM = 5.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	47	6.31	5.80	381	5.4	1142	5.43
	BLACK	1	4.60	4.60	164	4.1		
READING COMPREHENSION	WHITE	47	6.37	6.20	396	5.60	1153	5.63
	BLACK	1	3.10	3.10	167	4.40		
WORD STUDY	WHITE	47	6.53	6.60	399	5.5	1158	5.68
	BLACK	1	2.50	2.50	170	3.8		
TOTAL READING	WHITE	47	6.58	6.60	394	5.60	1151	5.71
	BLACK	1	2.90	2.90	168	4.20		
I.Q.	WHITE	N/A	N/A	N/A	272	102	914	99.2
	BLACK	N/A	N/A	N/A*	139	89		

*I.Q. scores did not arrive in time to compute

SCHOOL: JEFFERSON
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 5 -
NATIONAL NORM = 5.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	51	6.07	5.8	381	5.4	1142	5.43
	BLACK	7	7.50	5.8	164	4.1		
READING-COMPREHENSION	WHITE	51	6.40	6.2	396	5.60	1153	5.63
	BLACK	7	6.55	6.40	167	4.40		
WORD STUDY	WHITE	51	6.10	5.7	399	5.5	1158	5.68
	BLACK	7	6.52	5.0	170	3.8		
TOTAL READING	WHITE	51	6.34	5.80	394	5.60	1151	5.71
	BLACK	7	6.60	5.20	168	4.20		
I.Q.	WHITE	41	104.2	102.0	272	102	914	99.2
	BLACK	6	105.8	106.0	139	89		

SCHOOL: LINCOLN
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 5 -
NATIONAL NORM = 5.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENC
VOCABULARY	WHITE	60	5.88	5.70	381	5.4	1142	5.43
	BLACK	9	4.56	4.00	164	4.1		
READING COMPREHENSION	WHITE	60	6.12	6.00	396	5.60	1153	5.63
	BLACK	9	4.91	4.60	167	4.40		
WORD STUDY	WHITE	60	6.45	6.3	399	5.5	1158	5.68
	BLACK	9	4.01	3.20	170	3.8		
TOTAL READING	WHITE	60	6.30	6.20	394	5.60	1151	5.71
	BLACK	9	4.58	4.10	168	4.20		
I.Q.	WHITE	54	101.8	103.0	272	102	914	99.2
	BLACK	6	83.1	81.0	139	89		

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SCHOOL: LONGFELLOW
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 5 -
NATIONAL NORM = 5.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENC
VOCABULARY	WHITE	21	5.87	5.4	381	5.4	1142	5.43
	BLACK	9	4.37	4.7	164	4.1		
READING-COMPREHENSION	WHITE	21	5.40	5.20	396	5.60	1153	5.63
	BLACK	9	3.67	3.30	167	4.40		
WORD STUDY	WHITE	21	5.16	5.20	399	5.5	1158	5.68
	BLACK	9	2.93	2.20	170	3.8		
TOTAL READING	WHITE	21	5.35	5.20	394	5.60	1151	5.71
	BLACK	9	3.35	3.00	168	4.20		
I.Q.	WHITE	N/A	N/A	N/A	272	102	914	99.2
	BLACK	N/A.	N/A	N/A*	139	89		

*I.Q. scores did not arrive in time to compute

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SCHOOL: MC KINLEY
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 5 -
NATIONAL NORM = 5.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	28	5.13	4.80	381	5.4	1142	5.43
	BLACK	9	4.45	3.80	164	4.1		
READING COMPREHENSION	WHITE	28	5.66	5.10	396	5.60	1153	5.63
	BLACK	9	3.84	3.80	167	4.40		
WORD STUDY	WHITE	28	5.65	5.40	399	5.5	1158	5.68
	BLACK	9	4.30	3.30	170	3.8		
TOTAL READING	WHITE	28	5.72	5.3	394	5.60	1151	5.71
	BLACK	9	4.03	3.30	168	4.20		
I.Q.	WHITE	23	105.6	106.0	272	102	914	99.2
	BLACK	9	96.0	94.0	139	89		

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SCHOOL: WAYNE
ELEMENTARY

STANFORD ACHIEVEMENT TEST SUMMARY
GRADE - 5 -
NATIONAL NORM = 5.5

SUB-TEST	2 RACE	3 NO. STUDENT	4 MEAN (COL#3)	5 MEDIAN (COL 3)	MEDIAN ALL PUPILS THIS PROPOSAL		DISTRICTWIDE MEAN	
					NUMBER	MEDIAN	NUMBER OF RESPONSES	MEAN GRADE EQUIVALENCY
VOCABULARY	WHITE	71	4.57	4.4	381	5.4	1142	5.43
	BLACK	57	3.74	3.4	164	4.1		
READING-COMPREHENSION	WHITE	76	5.24	5.20	396	5.60	1153	5.63
	BLACK	61	4.19	3.90	167	4.40		
WORD STUDY	WHITE	79	5.33	4.80	399	5.5	1158	5.68
	BLACK	63	3.60	3.2	170	3.8		
TOTAL READING	WHITE	74	5.30	5.00	394	5.60	1151	5.71
	BLACK	61	4.04	3.80	168	4.20		
I.Q.	WHITE	64	96.3	96.0	272	102	914	99.2
	BLACK	58	83.1	85.0	139	89		

Page 10 of 10 Pages

Morning News

4/13/73

An Editorial

School Plan Reasonable

You almost have to admire the Pennsylvania Human Relations Commission. It never gives up.

Never mind that massive busing of children has proven time and again across the country to be a disruptive, unsatisfactory method of trying to racially integrate schools.

Never mind that the courts have told the HRC to back away from its by-the-numbers, bus-them-or-else demands.

Never mind that the Erie school district has devised a realistic integration plan that works without tearing apart the fabric of the community.

The HRC has sunk its teeth, and it's not about to let go until it imposes busing on Erie.

The Erie school board meets Friday night to consider the HRC's "compromise." While allegedly building on the framework of the Erie proposal, the HRC tries again to force wholesale busing.

"There no way you can just move 109 white students (to Burton School) without wreaking havoc everywhere else," Superintendent Richard Hilinski observed. To transfer students from nearby schools would throw those schools out of balance. To bring them in from schools with larger white enrollments would mean . . . crosstown busing.

"Only 109 students," some may argue.

But it's not just a number, it's people they're talking about — young children who would be arbitrarily uprooted from friends just to satisfy a distant power with a sheaf of charts and myopic vision.

Tenacity is a fine quality, but when it overwhelms reason and reality, trouble lies ahead.

We strongly urge Erie school directors to reaffirm its confidence in the Hilinski plan and present it firmly to Commonwealth Court as the best possible program.

Erie School Plan Gets Court OK

News 4-30-75

The major provisions of the desegregation plan proposed by the Erie School Board have been approved by Commonwealth Court Judge Harry A. Kramer.

Solicitor John Beatty said he learned the gist of Judge Kramer's ruling in a Tuesday phone call from his law clerk. The full text of his opinion will probably reach Erie Wednesday, he said.

Kramer has ordered two significant modifications of the Hilinski administration's plan for fall 1975.

Diehl School, which would be out of balance by something less than a dozen students in September, must be brought into balance this year.

In addition, first and second graders from Wayne School will be transferred to Burton rather than to Edison School. "Burton is out of balance, and that will help a little bit," Beatty said.

The School District had proposed no changes at all in the Burton enrollment, which would remain over 50 per cent black.

Judge Kramer agreed to give Erie until fall 1977 to fully desegregate the eastside school.

The court approval will allow the city school district to go ahead with closure of two of its oldest elementary schools, Garfield at 316 E. 21st and Longfellow at 509 W. 8th.

About 1800 students in grades one through six will be reassigned to new schools, most within walking distance of their homes.

Only about forty more students will need bus transportation than are now receiving it.

Commenting on the rulings, Richard Anliot, director of the Division of Education, Pennsylvania Human Relations Commission, told the Morning News Tuesday night that the revisions are generally in line with what the commission wanted.

He said he was particularly happy with the decision to transfer students to Burton to bring down the percentage of blacks at that school.

He said he was glad the court ordered an increase in students attending the school rather than simply taking black students out of Burton, because he said Burton had a "valuable program going on."

"The move of adding students to Burton will only mean increasing the number participating in a fine program" he said.

Anliot pointed out that if the Erie school district should renege on the ruling, "they will be in violation of a court order, not just a PHRC order."

Erie board endorses integration-aid program

Times-News 7-19-75

Erie school directors unanimously endorsed a plan Friday to smooth integration in nine elementary schools this fall over the objections of parents who insisted the board was really endorsing a plan to shape their children's thinking and behavior.

The seven to nothing vote — two directors were absent — will insure $432,000 in federal aid to finance a remedial reading program for the schools this fall.

The nine schools will all show an increase in black students this fall as a result of a state mandated school integration plan.

They are: Burton, Burns, Jefferson, Diehl, Edison, Glenwood, Lincoln, McKinley and Wayne.

According to board critic Mrs. Willa Ponce of 2710 Cascade, the program planned by Erie school administrators is more than a reading project.

"Throughout this whole program I see there is great emphasis on a pupil's attitudes and social attitudes," she said. "There's nothing in here to keep it from getting on a personal basis that will offend some parents."

Mrs. Ponce had originally objected to the program when Erie school administrators proposed it because it called for behavior modification and sensitivity training for students.

"These are not sensitivity training programs, believe me," implored Superintendent Richard Hilinski. "I just don't believe in them."

He and other administrators insisted they had removed all references to sensitivity training and behavior modification from their plan.

But the critics were not satisfied.

"This whole program here is what Dr. LaPenna wanted when he first came to Erie," Mrs. Ponce insisted. "Many school directors sitting here voted him out because they didn't agree with his philosophy, yet now we're getting the same thing."

Dr. Robert LaPenna, a progressive schools superintendent, was dumped from his post two years ago after elections placed a more traditional group in command of school affairs.

"Mrs. Ponce, I hope you will accept my promise that we're not going to do anything that goes against the wishes of the community," Hilinski said.

"We're trying to make this program acceptable to the entire community. We can't take out something because one person objects."

However, the superintendent did assure objectors they could remove their children from the program simply by providing written notice of their objection to the principal.

"If you don't want this, tell the principal," he said. "You may withdraw your child from the program. Just put this in writing."

In the only related decision Friday, school directors told the administration to explore the possibility of expanding the remedial reading and counseling program to other schools to be affected by the desegration plan.

As designed, the special program offers help only to schools with more than 20 percent black students. And this number must be a significant increase over the past.

Lynette Vannucci of 1156 W. 23rd challenges a program to smooth racial integration in nine Erie elementary schools this fall, suggesting it was a disguised plan to reshape children's behavior. She was joined by Mrs. Willa Ponce of 2710 Cascade who looks on in the front row. (Times-News Photo by Joe Comstock)

ERIE DAILY TIMES

ERIE, PA., TIMES, Thursday, July 1, 1976

Board Approves Balanced Budget

By WARD PIMLEY

Erie school directors voted to approve a budget without a tax increase Monday just 10 minutes before the new fiscal year began.

The vote was 5-4, with Directors John N. Petrus, Mary M. Lamary, Geraldine D. Zurn, Edmond T. Giovannelli and Leonard L. LoCastro voting for the budget.

Negative votes were cast by Directors John C. Harkins, Donald A. Lundeen, Edward J. Sparaga, and Anthony E. Narducci.

The new budget, which extends through June 30, 1977, carries a property tax of 30.5 mills with expenditures of $28,573,511.

It ensures the closing of Washington Elementary School, 148 W. 21st, and Jones Elementary School, 155 E. 7th, and will cause furloughing of about 169 district employes, according to figures released by the administration Monday.

Those figures show layoffs in the following areas: administration, two; non-instructional personnel, 78; and district staff, including teachers, 89.

Top administrators were to finalize layoffs Thursday and said they would have firm figures on cutbacks either Friday or early next week.

According to city assessment figures, the average city taxpayer's house is valued at between $12,000 and $15,000. The average tax to support the schools will range between $366 and $475.50. The tax will be collected during 1977.

The adopted budget was the seventh budget directors voted on Monday and the only one to receive more than three votes. Other proposals were three mills, 2½ mills, one mill with a potential rebate, 2½ mills with a $5 occupational tax, 3½ mills with a rebate, and four mills with a reate.

Voting patterns were apparent, with Harkins, Lundeen and Sparaga strong supporters of at least a three-mill tax increase while Lamary, Giovannelli and Zurn only supported the zero-mill increase budget.

Reaction to the approved budget by directors and those attending the meeting, mostly teachers and administrators, was a mixture of shock and bitterness.

Those teachers whose preliminary furlough notices appear firm thanked Harkins and Sparaga for their support of budgets recommended by Supt. Richard R. Hilinski, which would have retained most of their jobs.

Francis P. Santicola, a field representative for the Pennsylvania State Education Assn. (PSEA), which represents Erie teachers, called a meeting this afternoon to discuss several avenues of legal action the association could take to appeal the budget vote and teacher furloughs.

He said PSEA is considering a lawsuit against the school board and could ask the state Department of Education to place the district in receivership and appoint directors to replace those elected.

He said there is precedent for this action in a school district in Allegheny County about five years ago.

Harkins called the board vote "irresponsible" and said those directors approving the balanced budget, show a "disregard for students." He said the budget will take the district "20 steps backward educationally."

He also pledged not to take the vote "lying down" and said he would take whatever legal action he could to approve a different budget.

Hilinski said he would comply with the board's vote and operate the district with the balanced budget.

Board Meets Tonight To ‘Clarify’ Budget, Tax

News 7-9-76

Erie's school board meets tonight to "clarify" its budget for the coming year, while the district's teachers continue their angry protests against the balanced budget apparently approved last week.

On Thursday, Erie County Judge Lindley McClelland ruled that the 75 teachers furloughed because of that budget are entitled to hearings before they are laid off.

He was acting on a petition filed on behalf of the teachers by Erie Education Association legal counsel George Levin.

Levin alleged that the teachers, dismissed in order to balance the 1976-77 budget without a tax increase, were laid off without the hearings required by law.

Levin also alleged the district did not follow "the terms of the School Code for the Commonwealth of Pennsylvania . . . or the requirements concerning closing various programs and departments or schools . . . (and) did not follow the terms of the Master Contract entered into between the parties dated January 10, 1975."

It was charged that the teachers, dismissed allegedly on a seniority basis, had no way of determining if the district's seniority assessment is correct.

Levin termed the board's action "arbitrary, capricious and in bad faith."

Of the 75 teachers listed in the complaint, 55 signed the petition presented to the court.

The letter dismissing the teachers was bitterly complained of in the petition.

It was written by Superintendent of Schools Richard Hilinski.

"The School District of the City of Erie has completed teaching assignments for the school year 1976-1977," it began. "These positions were filled under the provisions of the Master Contract and every attempt was made to find positions for all staff members.

'"With declining school enrollments and the closing of school buildings, this was a very difficult task. It became necessary to reduce the professional staff.

"This letter is to inform you that you will be released from your teaching position effective June 15, 1976."

The first court move by the teachers completed, educators began to move toward their second threat of demanding a recall of Erie school directors.

Teacher spokesman Francis Santicola said the EEA will wait until after Friday's meeting to start obtaining the 10 taxpayer signatures needed to take the recall petition into court.

He added he expected the teachers' union to go ahead with the recall effort even if the board changes its stand and adopts a tax increase that would allow the furloughed teachers to be rehired.

If the court rules that board members have failed to perform their duties as required by the School Code, the directors could be removed from office and replacements appointed to fill out their terms.

Many of the affected teachers, as well as delegations of students and parents, are expected to fill the school district auditorium at 1511 Peach for the 8 p.m. special meeting.

Members of sports teams whose coaches were on the list of dismissed teachers also plan to appear to protest.

Acting on Solicitor John Beatty's advice, the board will vote again on its 1976-77 budget, to clear up problems that could result from the informal wording of last week's budget resolution.

According to Beatty's opinion, board members could also legally adopt a different budget if one of the five directors who voted for the no-tax-hike budget has changed his mind. Donald

What the board decides will affect the lives of many persons, especially those who have already been laid off in anticipation of a so-called "zero-mill" budget.

The layoffs have dipped into teachers with years of experience. And there may be no teaching jobs for these people elsewhere.

"I don't want to abandon teaching, unless I'm forced to," Chris Patalita told the NEWS. She has taught in the Erie system for three years, and is working towards her master's degree.

She enjoys teaching very much, she says. "It's challenging. The children are never dull. They're inquisitive. It's just great."

But she admits there are fewer jobs for teachers than there once were. :

And those jobs aren't in the Erie area.

Things are better for teachers with some special skill. "I've taught here in Erie for three years, and I have my master's, just about. In a few months, it's mine," another teacher told the NEWS. "And then I can be a reading specialist."

There is a "fairly wide market for reading specialists," the teacher commented, "if geography isn't an issue."

Others contacted by the NEWS said they simply didn't know what would happen if they were not called back.

Erie board adopts budget; school tax up 2½ mills

Times News 7-10-76

By BOB GUERREIN
NEWS Staff Reporter

The Erie School Board assed a two-and-a-half mill ax increase at its special neeting Friday evening — to he accompaniment of shouts ' joy from a large audience of parents, teachers, and other itizens.

The Board had met to clari-y its resolution of last week, pecifying a so-called "zero-nill" budget. That resolution probably did not set up a legal udget, the board's solicitor old them.

Along with the 33-mill budget goes a $10 per capita occupational tax, which enables he school district to share the occupational privilege tax Erie now has. If the city decides not to keep that tax, the schools get it all.

But the budget is not finished. The school administration has never prepared figures on a two-and-a-half mill budget. The directors ordered superintendent Richard Hilinski to give them seven other budgets, and they had received another one from him originally. But none of those was a two-and-a-half mill tax hike budget.

"We'll have to start hustling Monday morning," a school administrator told the NEWS.

The motion on the increase was proposed by Dr. Anthony Narducci. Voting for were Narducci, Dr. John Petrus, president John Harkins, Ed Sparaga, and Don Lundeen. Voting against were Gerry Zurn, Len LoCastro, Ed Giovanelli, and Mary Lamary.

The board will have to decide just how the money is to be spent, since no budget has been prepared for the set increase. The board has been under heavy pressure to keep Jones School open for at least another year, and to re-hire around 170 teachers and maintenance people who had been laid off in anticipation of a balanced budget.

Superintendent Hilinski told the board most of the maintenance people and teachers could come back on a three-mill budget, and Jones could be kept open as well.

The board will have to decide what its priorities are at a later meeting. The budget they passed is a half mill under what Hilisnki estimated would be needed to re-hire everyone, and the occupational privilege tax will bring in only around $100,000 next year, if the city shares it. A mill nets the schools $460,000.

Though pressure had mounted on the board during last week to raise the millage, several other motions were entertained before the two-and-a-half mills was agreed upon.

Len LoCastro opened with a one-mill increase. This had been decided on at the last budget session before the formal adoption meeting, he said, and it deserved consideration.

Debate on the issue followed last week's pattern. Mary Lamary said there was "a lot of fat" in the school system, and "a lot of sacred cows" the administrators were afraid to touch.

But she gave no specifics, even though president Harkins urged her to, and there were shouts of "Name them, name them" from the audience.

Don Lundeen also complained that directors would complain about waste, but only in general terms, and that they would ask for budgets but give no directions about priorities in them.

The one-mill increase was voted down, with only LoCastro and Giovanelli voting for it.

A three-mill hike proposed by Don Lundeen also failed. Gerry Zurn and Mary Lamary said the tax burden on ordinary citizens is already too high, and they wanted no increase.

rie Uses Walking, Not Busing, to Integrate Schools

By THOMAS M. HRITZ
Post-Gazette Staff Writer

— The 140.000 citizens of this ty on the shores of the most lake on earth have found the olution to a problem that's been countless other American cities

roblem is school desegregation. 's solution is walking—and not o achieve it.

ere's a catch. Erie is not really as a problem toward which to solution.

rie school board was ordered Pennsylvania Human Relations on nearly five years ago to te its elementary schools. The e at a time when the board. if rate its problems on a descend- le from one to ten, probably have ranked desegregation

or rather the lack of it, and r rather too much of it, have still are the school district's eadaches. To get the top ten you'd just multiply by five. day, nobody here can say just d the Human Relations Com- act. But it did, and when the rd initially ignored the order, was dragged into the courts. is good reason to believe chool board didn't act immedi- use its members were truly un- that the racial imbalance in two of its elementary schools constituted a serious problem.

Erie, after all, does not suffer from many of the maladies that currently trouble other major urban centers.

It is a peaceful and serene place in the northwest extremity of Pennsylvania where the shallow and allegedly polluted waters of Lake Erie make it a great lure for vacationers in the summer and an excellent place to test Timex watches in the winter.

Erie is too small to be a big city, but too big to be a little town. It is about as provincial as any community of its size on earth.

When Erie was designed, planners departed from normal procedure and laid it out logically. Its near-perfect pattern of grid square streets makes public and private transportation easy and getting lost almost impossible. The terrain is relatively flat, making Erie a great place for a rapid transit system—if it needed one.

There is no major black ghetto in Erie, and although the city is dotted with numerous ethnic pockets, its black population of 13.8 per cent is pretty well scattered throughout the community. Sentiment for neighborhood schools— particularly in the strong ethnic neighborhoods—is intense.

If the school board, for example, had been ordered to correct the ethnic imbalance in some of its schools, it would have had a real problem.

But the order was to correct the racial imbalance in its schools, and when Judge Harry Kramer of Commonwealth Court gave the board its choice last January of either doing so or going to jail for contempt of court, the board, after much haggling, came up with a plan.

The plan called basically for busing about 100 children out of their neighborhoods and having some 600 others walk to other schools relatively close to their homes.

Two schools were to be closed, and their student bodies moved mostly on foot to other nearby schools. Remedial courses, paid for by federal funds, were also established in schools where displaced students were thought to need them.

So while they were girding for war in the streets on the first day of school in Boston last September, one person demonstrated in Erie.

"It's a good plan," said schools superintendent Richard R. Hilinski whose conservative educational policies have made him the darling of the board's traditionalist faction and the foe of the weaker progressives. "It's a series of compromises and it works very well."

But Hilinski is still not convinced that the desegregation plan was necessary, even though the board in 1972 admitted in a consent order (it was then controlled by progressives) that segregation did exist in some of its schools.

"There are people who think that some (of our) schools are better than others," said the superintendent. "All of our schools are good ones: some are outstanding and others are average."

Black leaders in the city seem to be neither for nor against the plan.

"Nobody really wants busing," said Mrs. Rubye Jenkins, an employe of the city's Neighborhood Action Team Organization and a frequent critic of the school board. "And walking is bad when a child has to walk too far or cross busy streets and intersections."

"What I can't understand is why they can't take the money they use for a desegreation plan and use it to improve the schools that need improvement."

Erie is satisfied with its plan for school desegregation—especially since it didn't take the National Guard to implement it.

But there are other problems facing the nine-member board still lacking a solution. Its members coping with each other is one of them.

The nine members are elected at large, and although all are Democrats (a successful Republican is a collector's item in Erie County), they can't manage to get along.

Only recently, the board went on a retreat in an effort to foster some much-needed unity and cooperation within its ranks. The result: a weekend of arguing over whether to travel first class or second class when attending conventions and other out-of-town affairs.

Individual members also have curious ways of stirring up the waters all by themselves.

While attending a National School Boards convention in California several years ago, a member of the Erie school board identified her hometown over a nationally-aired television show as "dreary Erie—the mistake on the lake."

Nearly everybody died laughing—including host Johnny Carson.

"It was a thoughtless thing to say," commented one school official. "But what else can you expect from our school board."

The biggest rift on the Erie school board is between those members who are traditionalists and those who are progressives.

Hilinski, hired by the board in 1973 after the progressives lost their majority, says he is neither.

"I am not a traditionalist and I am not overly permissive," he said. "I just believe in doing what is needed to give kids a good education."

The board got its first real taste of progressive educational leadership in 1969 when it hired Robert LaPenna, a young intellectual, as superintendent.

LaPenna, in the words of a local newspaper executive, "was like a roman candle—going off in all directions."

Under him, the board began planning some radical changes—new programs and new policies that would be paid for even at the cost of raising taxes.

"I have to give him credit," said Hilinski, a home-grown product of Gannon College. "He managed to get the people of Erie fired up and interested in their schools."

One of the means used to fire up th interest of the public was the decision t air monthly board meetings over a loca educational television station.

The station's ratings soared a the board's meetings frequently disinte grated into tragicomedies featurin petty squabbles between the progressive and the traditionalists.

The meetings became so bad that th board's public relations director, P. J Ferritto, urged its members to eithe stop quarreling or get off television.

When the news media got wind c Ferritto's suggestion, the PR directc was accused of gagging the board.

At its next televised meeting, th board staged a famous first in Erie. I fired Ferritto on television—live.

"God, I wasn't trying to gag any body," says Ferritto, a former news paper reporter. "I just told them the were making fools of themselves b staging a circus every month. The who thing was blown out of proportion."

Ferritto, however, was not without job for long. When the traditionalists re gained control of the board, he was re hired. LaPenna was then fired on telev sion.

"He was a good guy, really," say Ferritto. "He had some good ideas an a few weird ones. But all in all, I gues he was good for Erie."

One of LaPenna's ideas, according t Ferritto, was to buy the Queen Mar tow it to the city's celebrated peninsul and convert it into classrooms.

"We convinced him it wasn't feas ble," says Ferritto.

Pittsburgh Post-Gazette
SECOND SECTION
TUESDAY, DECEMBER 2, 1975

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